

Main Criteria: Tennessee Academic Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Tennessee Academic Standards

Science

Grade: 4 - Adopted: 2007

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

STRAND / STANDARD / COURSE	TN.T/E.	Technology and Engineering
CONCEPTUAL STRAND / GUIDING QUESTION	CS.T/E.	Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.T/E.	How do science concepts, engineering skills, and applications of technology improve the quality of life?
LEARNING EXPECTATION	GLE.0407.T/E.	Grade Level Expectations
INDICATOR	GLE.0407.T/E.1.	Describe how tools, technology, and inventions help to answer questions and solve problems. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	GLE.0407.T/E.2.	Recognize that new tools, technology, and inventions are always being developed. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	GLE.0407.T/E.3.	Identify appropriate materials, tools, and machines that can extend or enhance the ability to solve a specified problem. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	GLE.0407.T/E.4.	Recognize the connection between scientific advances, new knowledge, and the availability of new tools and technologies. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities
STRAND / STANDARD / COURSE	TN.T/E.	Technology and Engineering
CONCEPTUAL STRAND / GUIDING QUESTION	CS.T/E.	Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.T/E.	How do science concepts, engineering skills, and applications of technology improve the quality of life?

LEARNING EXPECTATION	0407.T/E.	Checks for Understanding
INDICATOR	0407.T/E.1.	Explain how different inventions and technologies impact people and other living organisms. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	0407.T/E.2.	Design a tool or a process that addresses an identified problem caused by human activity. <u>Social Studies Online</u> The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD / COURSE	TN.T/E.	Technology and Engineering
CONCEPTUAL STRAND / GUIDING QUESTION	CS.T/E.	Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.T/E.	How do science concepts, engineering skills, and applications of technology improve the quality of life?
LEARNING EXPECTATION	SPI.0407.T/E.	State Performance Indicators
INDICATOR	SPI.0407.T/E.1.	Select a tool, technology, or invention that was used to solve a human problem. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	SPI.0407.T/E.2.	Recognize the connection between a scientific advance and the development of a new tool or technology. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities
STRAND / STANDARD / COURSE	TN.2.	Life Science: Interdependence
CONCEPTUAL STRAND / GUIDING QUESTION	CS.2.	All life is interdependent and interacts with the environment.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.2.	How do living things interact with one another and with the non-living elements of their environment?
LEARNING EXPECTATION	GLE.0407.2.	Grade Level Expectations
INDICATOR	GLE.0407.2.1.	Analyze the effects of changes in the environment on the stability of an ecosystem. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
STRAND / STANDARD / COURSE	TN.2.	Life Science: Interdependence
CONCEPTUAL STRAND / GUIDING QUESTION	CS.2.	All life is interdependent and interacts with the environment.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.2.	How do living things interact with one another and with the non-living elements of their environment?
LEARNING EXPECTATION	0407.2.	Checks for Understanding
INDICATOR	0407.2.1.	Analyze how an increase or decrease in competition or predation affects an ecosystem. <u>Social Studies Online</u> African Safari How Coral Reefs Are Formed

		The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR	0407.2.2.	Design a simple experiment to illustrate the effects of competition, predation, and interdependency among living things. <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STRAND / STANDARD / COURSE	TN.2.	Life Science: Interdependence
CONCEPTUAL STRAND / GUIDING QUESTION	CS.2.	All life is interdependent and interacts with the environment.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.2.	How do living things interact with one another and with the non-living elements of their environment?
LEARNING EXPECTATION	SPI.0407.2.	State Performance Indicators
INDICATOR	SPI.0407.2.1.	Recognize the impact of predation and competition on an ecosystem. <u>Social Studies Online</u> African Safari How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
STRAND / STANDARD / COURSE	TN.3.	Life Science: Flow of Matter and Energy
CONCEPTUAL STRAND / GUIDING QUESTION	CS.3.	Matter and energy flow through the biosphere.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.3.	What scientific information explains how matter and energy flow through the biosphere?
LEARNING EXPECTATION	GLE.0407.3.	Grade Level Expectations
INDICATOR	GLE.0407.3.2.	Investigate different ways that organisms meet their energy needs. <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol The Amazon Rainforest Who Lives On a Coral Reef?
STRAND / STANDARD / COURSE	TN.3.	Life Science: Flow of Matter and Energy
CONCEPTUAL STRAND / GUIDING QUESTION	CS.3.	Matter and energy flow through the biosphere.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.3.	What scientific information explains how matter and energy flow through the biosphere?
LEARNING EXPECTATION	0407.3.	Checks for Understanding
INDICATOR	0407.3.1.	Create a food web that illustrates the energy relationships between plants and animals and the key issues or assumptions found in the model. <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol Who Lives On a Coral Reef?

INDICATOR	0407.3.2.	Classify organisms as carnivores, herbivores, or omnivores. Social Studies Online African Safari Galapagos Islands Galapagos Islands - Espagnol The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR	0407.3.3.	Identify how a variety of organisms meet their energy needs. Social Studies Online African Safari Galapagos Islands Galapagos Islands - Espagnol The Amazon Rainforest Who Lives On a Coral Reef?
STRAND / STANDARD / COURSE	TN.3.	Life Science: Flow of Matter and Energy
CONCEPTUAL STRAND / GUIDING QUESTION	CS.3.	Matter and energy flow through the biosphere.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.3.	What scientific information explains how matter and energy flow through the biosphere?
LEARNING EXPECTATION	SPI.0407.3.	State Performance Indicators
INDICATOR	SPI.0407.3.1.	Determine how different organisms function within an environment in terms of their location on an energy pyramid. Social Studies Online The Amazon Rainforest
STRAND / STANDARD / COURSE	TN.4.	Life Science: Heredity
CONCEPTUAL STRAND / GUIDING QUESTION	CS.4.	Plants and animals reproduce and transmit hereditary information between generations.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.4.	What are the principal mechanisms by which living things reproduce and transmit information between parents and offspring?
LEARNING EXPECTATION	0407.4.	Checks for Understanding
INDICATOR	0407.4.1.	Design a simple demonstration that illustrates the relationship between reproduction and survival of a species. Social Studies Online How Coral Reefs Are Formed
STRAND / STANDARD / COURSE	TN.5.	Life Science: Biodiversity and Change
CONCEPTUAL STRAND / GUIDING QUESTION	CS.5.	A rich variety of complex organisms have developed in response to a continually changing environment.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.5.	How does natural selection explain how organisms have changed over time?
LEARNING EXPECTATION	GLE.0407.5.	Grade Level Expectations
INDICATOR	GLE.0407.5.1.	Analyze physical and behavioral adaptations that enable organisms to survive in their environment. Social Studies Online African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO

		The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
INDICATOR	GLE.0407.5.2.	Describe how environmental changes caused the extinction of various plant and animal species. <u>Social Studies Online</u> The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD / COURSE	TN.5.	Life Science: Biodiversity and Change
CONCEPTUAL STRAND / GUIDING QUESTION	CS.5.	A rich variety of complex organisms have developed in response to a continually changing environment.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.5.	How does natural selection explain how organisms have changed over time?
LEARNING EXPECTATION	0407.5.	Checks for Understanding
INDICATOR	0407.5.1.	Classify animals according to their physical adaptations for obtaining food, oxygen, and surviving within a particular environment. <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?
INDICATOR	0407.5.2.	Describe how animal behaviors such as migration, defense, means of locomotion, and hibernation enable them to survive in an environment. <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR	0407.5.5.	Analyze the common causes of extinction and explain how human actions sometimes result in the extinction of a species. <u>Social Studies Online</u> The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD / COURSE	TN.5.	Life Science: Biodiversity and Change
CONCEPTUAL STRAND / GUIDING QUESTION	CS.5.	A rich variety of complex organisms have developed in response to a continually changing environment.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.5.	How does natural selection explain how organisms have changed over time?
LEARNING EXPECTATION	SPI.0407.5.	State Performance Indicators
INDICATOR	SPI.0407.5.1.	Determine how a physical or behavioral adaptation can enhance the chances of survival. <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO

		The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
INDICATOR	SPI.0407.5.2.	Infer the possible reasons why a species became endangered or extinct. <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD / COURSE	TN.7.	Earth and Space Science: The Earth
CONCEPTUAL STRAND / GUIDING QUESTION	CS.7.	Major geologic events that occur over eons or brief moments in time continually shape and reshape the surface of the Earth, resulting in continuous global change.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.7.	How is the earth affected by long-term and short term geological cycles and the influence of man?
LEARNING EXPECTATION	GLE.0407.7.	Grade Level Expectations
INDICATOR	GLE.0407.7.1.	Investigate how the Earth's geological features change as a result of erosion (weathering and transportation) and deposition. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO
INDICATOR	GLE.0407.7.2.	Evaluate how some earth materials can be used to solve human problems and enhance the quality of life. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks - WA, OR, ID, MT, CO The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD / COURSE	TN.7.	Earth and Space Science: The Earth
CONCEPTUAL STRAND / GUIDING QUESTION	CS.7.	Major geologic events that occur over eons or brief moments in time continually shape and reshape the surface of the Earth, resulting in continuous global change.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.7.	How is the earth affected by long-term and short term geological cycles and the influence of man?
LEARNING EXPECTATION	0407.7.	Checks for Understanding
INDICATOR	0407.7.1.	Prepare a demonstration to illustrate how wind and water affect the earth's surface features. <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO
INDICATOR	0407.7.2.	Design an investigation to demonstrate how erosion and deposition change the earth's surface. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii

		National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO
INDICATOR	0407.7.3.	List factors that determine the appropriate use of an earth material. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities National Parks - WA, OR, ID, MT, CO The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	0407.7.4.	Use data from a variety of informational texts to analyze and evaluate man's impact on non-renewable resources. <u>Social Studies Online</u> The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD / COURSE	TN.7.	Earth and Space Science: The Earth
CONCEPTUAL STRAND / GUIDING QUESTION	CS.7.	Major geologic events that occur over eons or brief moments in time continually shape and reshape the surface of the Earth, resulting in continuous global change.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.7.	How is the earth affected by long-term and short term geological cycles and the influence of man?
LEARNING EXPECTATION	SPI.0407.7.	State Performance Indicators
INDICATOR	SPI.0407.7.1.	Design a simple model to illustrate how the wind and movement of water alter the earth's surface. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO
INDICATOR	SPI.0407.7.2.	Analyze how different earth materials are utilized to solve human problems or improve the quality of life. <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks - WA, OR, ID, MT, CO The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD / COURSE	TN.8.	Earth and Space Science: The Atmosphere
CONCEPTUAL STRAND / GUIDING QUESTION	CS.8.	The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and global temperature.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.8.	How do the physical characteristics and the chemical makeup of the atmosphere influence surface processes and life on Earth?
LEARNING EXPECTATION	GLE.0407.8.	Grade Level Expectations
INDICATOR	GLE.0407.8.2.	Differentiate between weather and climate. <u>Social Studies Online</u> National Parks West - Nevada, California The Amazon Rainforest
STRAND / STANDARD / COURSE	TN.8.	Earth and Space Science: The Atmosphere
CONCEPTUAL STRAND / GUIDING QUESTION	CS.8.	The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and global temperature.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.8.	How do the physical characteristics and the chemical makeup of the atmosphere influence surface processes and life on Earth?

LEARNING EXPECTATION	0407.8.	Checks for Understanding
INDICATOR	0407.8.2.	Use long term weather data to distinguish between weather and climate. Social Studies Online National Parks West - Nevada, California The Amazon Rainforest
STRAND / STANDARD / COURSE	TN.8.	Earth and Space Science: The Atmosphere
CONCEPTUAL STRAND / GUIDING QUESTION	CS.8.	The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and global temperature.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.8.	How do the physical characteristics and the chemical makeup of the atmosphere influence surface processes and life on Earth?
LEARNING EXPECTATION	SPI.0407.8.	State Performance Indicators
INDICATOR	SPI.0407.8.2.	Distinguish between weather and climate. Social Studies Online National Parks West - Nevada, California The Amazon Rainforest
STRAND / STANDARD / COURSE	TN.10.	Physical Science: Energy
CONCEPTUAL STRAND / GUIDING QUESTION	CS.10.	Various forms of energy are constantly being transformed into other types without any net loss of energy from the system.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.10.	What basic energy related ideas are essential for understanding the dependency of the natural and man-made worlds on energy?
LEARNING EXPECTATION	GLE.0407.10.	Grade Level Expectations
INDICATOR	GLE.0407.10.1.	Distinguish among heat, radiant, and chemical forms of energy. Social Studies Online Grade 3 - Geography of Our Communities
STRAND / STANDARD / COURSE	TN.10.	Physical Science: Energy
CONCEPTUAL STRAND / GUIDING QUESTION	CS.10.	Various forms of energy are constantly being transformed into other types without any net loss of energy from the system.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.10.	What basic energy related ideas are essential for understanding the dependency of the natural and man-made worlds on energy?
LEARNING EXPECTATION	SPI.0407.10.	State Performance Indicators
INDICATOR	SPI.0407.10.1.	Identify different forms of energy, such as heat, light, and chemical. Social Studies Online Grade 3 - Geography of Our Communities
STRAND / STANDARD / COURSE	TN.11.	Physical Science: Motion
CONCEPTUAL STRAND / GUIDING QUESTION	CS.11.	Objects move in ways that can be observed, described, predicted, and measured.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.11.	What causes objects to move differently under different circumstances?
LEARNING EXPECTATION	GLE.0407.11.	Grade Level Expectations
INDICATOR	GLE.0407.11.3.	Investigate the relationship between the speed of an object and the distance traveled during a certain time period. Social Studies Online National Parks - West - Alaska & Hawaii
STRAND / STANDARD / COURSE	TN.11.	Physical Science: Motion
CONCEPTUAL STRAND / GUIDING QUESTION	CS.11.	Objects move in ways that can be observed, described, predicted, and measured.

GUIDING QUESTION / LEARNING EXPECTATION	GQ.11.	What causes objects to move differently under different circumstances?
LEARNING EXPECTATION	0407.11.	Checks for Understanding
INDICATOR	0407.11.5.	Design and implement an investigation to determine that the speed of an object is equal to the distance traveled over time. Social Studies Online National Parks - West - Alaska & Hawaii
STRAND / STANDARD / COURSE	TN.11.	Physical Science: Motion
CONCEPTUAL STRAND / GUIDING QUESTION	CS.11.	Objects move in ways that can be observed, described, predicted, and measured.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.11.	What causes objects to move differently under different circumstances?
LEARNING EXPECTATION	SPI.0407.11.	State Performance Indicators
INDICATOR	SPI.0407.11.3.	Determine the relationship between speed and distance traveled over time. Social Studies Online National Parks - West - Alaska & Hawaii

Tennessee Academic Standards

Social Studies

Grade: 4 - Adopted: 2013

STRAND / STANDARD / COURSE	TN.4.	The History of America (to 1850)
CONCEPTUAL STRAND / GUIDING QUESTION		Age of Exploration (15th-16th Centuries): Students trace the routes of early explorers and describe the early explorations of the Americas.
GUIDING QUESTION / LEARNING EXPECTATION	4.4.	Trace the routes of early explorers and describe the early explorations of the Americas, including: (C, E, G, H, P, TN)
LEARNING EXPECTATION	4.4.1.	Christopher Columbus Social Studies Online Grade 3 - The First Americans
STRAND / STANDARD / COURSE	TN.4.	The History of America (to 1850)
CONCEPTUAL STRAND / GUIDING QUESTION		Settling the Colonies to The 1700s: Students describe the cooperation and conflict that existed among American Indians and between the Indian nations and the new settlers. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
GUIDING QUESTION / LEARNING EXPECTATION	4.10.	Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, treaties, and cultural interchanges. (G, P) Social Studies Online Grade 3 - The First Americans
GUIDING QUESTION / LEARNING EXPECTATION	4.13.	Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns. (G) Social Studies Online Grade 4 - Southeast Region of the U.S.
STRAND / STANDARD / COURSE	TN.4.	The History of America (to 1850)
CONCEPTUAL STRAND / GUIDING QUESTION		Settling the Colonies to The 1700s: Students describe the cooperation and conflict that existed among American Indians and

		between the Indian nations and the new settlers. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
GUIDING QUESTION / LEARNING EXPECTATION	4.14.	Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including: (C, E, H, P)
LEARNING EXPECTATION	4.14.2.	John Smith, Virginia Social Studies Online Grade 3 - The First Americans
STRAND / STANDARD / COURSE	TN.4.	The History of America (to 1850)
CONCEPTUAL STRAND / GUIDING QUESTION		Settling the Colonies to The 1700s: Students describe the cooperation and conflict that existed among American Indians and between the Indian nations and the new settlers. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
GUIDING QUESTION / LEARNING EXPECTATION	4.15.	Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era. (C, E, G, H, P) Social Studies Online Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
GUIDING QUESTION / LEARNING EXPECTATION	4.16.	Making use of primary documents, analyze the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies. (P) Social Studies Online Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
STRAND / STANDARD / COURSE	TN.4.	The History of America (to 1850)
CONCEPTUAL STRAND / GUIDING QUESTION		Settling the Colonies to The 1700s: Students describe the cooperation and conflict that existed among American Indians and between the Indian nations and the new settlers. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
GUIDING QUESTION / LEARNING EXPECTATION	4.18.	Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude. (C, E, H) Social Studies Online Grade 3 - The First Americans
GUIDING QUESTION / LEARNING EXPECTATION	4.19.	Locate and label on a map the location of Jamestown, Plymouth, New Netherland , New Sweden, and the Massachusetts Bay Colony. (G) Social Studies Online Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
STRAND / STANDARD / COURSE	TN.4.	The History of America (to 1850)
CONCEPTUAL STRAND / GUIDING QUESTION		Settling the Colonies to The 1700s: Students describe the cooperation and conflict that existed among American Indians and between the Indian nations and the new settlers. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

GUIDING QUESTION / LEARNING EXPECTATION	4.20.	Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: (C, E, G, TN)
LEARNING EXPECTATION	4.20.2.	Daniel Boone-Wilderness Road Social Studies Online Grade 3 - How The Country Was Settled
STRAND / STANDARD / COURSE	TN.4.	The History of America (to 1850)
CONCEPTUAL STRAND / GUIDING QUESTION		The War for Independence (1760-1789): Students explain the causes, course, and consequences of the American Revolution and the foundations of the future state of Tennessee.
GUIDING QUESTION / LEARNING EXPECTATION	4.23.	Explain how political, religious, and economic ideas and interests brought about the Revolution, including: (C, E, P)
LEARNING EXPECTATION	4.23.2.	The Stamp Act Social Studies Online Grade 3 - The First Americans
LEARNING EXPECTATION	4.23.4.	Taxes on tea Social Studies Online Grade 3 - The First Americans
LEARNING EXPECTATION	4.23.5.	“Taxation without representation” Social Studies Online Grade 3 - The First Americans
STRAND / STANDARD / COURSE	TN.4.	The History of America (to 1850)
CONCEPTUAL STRAND / GUIDING QUESTION		The War for Independence (1760-1789): Students explain the causes, course, and consequences of the American Revolution and the foundations of the future state of Tennessee.
GUIDING QUESTION / LEARNING EXPECTATION	4.24.	Explain the different forms of protests Americans used to try to change British policies including the Boston Tea Party, tarring and feathering, letter writing, and boycotts. (E, P) Social Studies Online Grade 3 - The First Americans
GUIDING QUESTION / LEARNING EXPECTATION	4.28.	Identify the people and events associated with the Declaration of Independence and cite evidence from the Declaration to determine its significance to the development of American Democracy. (H, P) Social Studies Online Grade 3 - The First Americans
STRAND / STANDARD / COURSE	TN.4.	The History of America (to 1850)
CONCEPTUAL STRAND / GUIDING QUESTION		The War for Independence (1760-1789): Students explain the causes, course, and consequences of the American Revolution and the foundations of the future state of Tennessee.
GUIDING QUESTION / LEARNING EXPECTATION	4.31.	Locate and identify the major military battles, campaigns, and turning points of the American Revolution, including: (G, H, TN)
LEARNING EXPECTATION	4.31.4.	Princeton and Trenton Social Studies Online Grade 3 - The First Americans
LEARNING EXPECTATION	4.31.6.	King's Mountain Social Studies Online Grade 3 - The First Americans
STRAND / STANDARD / COURSE	TN.4.	The History of America (to 1850)

CONCEPTUAL STRAND / GUIDING QUESTION		Creating a New Government: Students describe the people and events associated with the development of the Constitution.
GUIDING QUESTION / LEARNING EXPECTATION	4.39.	Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H)
LEARNING EXPECTATION	4.39.1.	Distribution of power between the states and federal government Social Studies Online Grade 3 - How Government Helps Our Communities
STRAND / STANDARD / COURSE	TN.4.	The History of America (to 1850)
CONCEPTUAL STRAND / GUIDING QUESTION		Creating a New Government: Students describe the people and events associated with the development of the Constitution.
GUIDING QUESTION / LEARNING EXPECTATION	4.41.	Describe the principles embedded in the Constitution, including: (P)
LEARNING EXPECTATION	4.41.2.	Separation of powers Social Studies Online Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
LEARNING EXPECTATION	4.41.3.	Branches of government Social Studies Online Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	4.41.4.	Check and balances Social Studies Online Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
STRAND / STANDARD / COURSE	TN.4.	The History of America (to 1850)
CONCEPTUAL STRAND / GUIDING QUESTION		The New Nation's Westward Expansion (1790-1830): Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.
GUIDING QUESTION / LEARNING EXPECTATION	4.47.	Detail the events, struggles, success and main people of the exploration of the Louisiana Purchase and map the routes across the continent, including the Corps of Discovery, Lewis and Clark, Sacagawea, Zebulon Pike, and John Frémont. (G, H, P) Social Studies Online Grade 3 - How The Country Was Settled
STRAND / STANDARD / COURSE	TN.4.	The History of America (to 1850)
CONCEPTUAL STRAND / GUIDING QUESTION		The New Nation's Westward Expansion (1790-1830): Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.
GUIDING QUESTION / LEARNING EXPECTATION	4.50.	Interpret the meaning of the lyrics of the song "The Star-Spangled Banner." (P) Social Studies Online Grade 3 - How Government Helps Our Communities
STRAND / STANDARD / COURSE	TN.4.	The History of America (to 1850)
CONCEPTUAL STRAND / GUIDING QUESTION		The Growth of The Republic (1800-1850): Students describe the emergence of a fledgling industrial economy. Students describe rapid growth of slavery in the South after 1800, and the abolition movement to end slavery.
GUIDING QUESTION / LEARNING EXPECTATION	4.57.	Analyze and describe the factors of the Industrial Revolution occurring in the United States and on Tennessee, including: (C, H, TN)

LEARNING EXPECTATION	4.57.4.	Eli Whitney-cotton gin <u>Social Studies Online</u> Grade 4 - Southeast Region of the U.S.
STRAND / STANDARD / COURSE	TN.4.	The History of America (to 1850)
CONCEPTUAL STRAND / GUIDING QUESTION		The Growth of The Republic (1800-1850): Students describe the emergence of a fledgling industrial economy. Students describe rapid growth of slavery in the South after 1800, and the abolition movement to end slavery.
GUIDING QUESTION / LEARNING EXPECTATION	4.58.	Explain the expansion of the plantation system and slavery as the demand for cotton production grew and the impact of the cotton gin. (C, E, G) <u>Social Studies Online</u> Grade 4 - Southeast Region of the U.S.

© 2018 EdGate Correlation Services, LLC. All Rights reserved.
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)