

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: 2016

STRAND / STANDARD / COURSE	TN.4.PS.	Physical Sciences (PS)
CONCEPTUAL STRAND / GUIDING QUESTION	4.PS3.	Energy

GUIDING QUESTION /
LEARNING EXPECTATION

4.PS3.3. Describe how stored energy can be converted into another form for practical use.

[Social Studies Online](#)
Grade 3 - Geography of Our Communities

STRAND / STANDARD / COURSE	TN.4.PS.	Physical Sciences (PS)
CONCEPTUAL STRAND / GUIDING QUESTION	4.PS4.	Waves and their Application in Technologies for Information Transfer

GUIDING QUESTION /
LEARNING EXPECTATION

4.PS4.3. Investigate how lenses and digital devices like computers or cell phones use waves to enhance human senses.

[Social Studies Online](#)
Grade 3 - Geography of Our Communities

STRAND / STANDARD / COURSE	TN.4.LS.	Life Sciences (LS)
CONCEPTUAL STRAND / GUIDING QUESTION	4.LS2.	Ecosystems: Interactions, Energy, and Dynamics

GUIDING QUESTION /
LEARNING EXPECTATION

4.LS2.2. Develop models of terrestrial and aquatic food chains to describe the movement of energy among producers, herbivores, carnivores, omnivores, and decomposers.

[Social Studies Online](#)
Amazon Rainforest - Grades 2-5

GUIDING QUESTION /
LEARNING EXPECTATION

4.LS2.3. Using information about the roles of organisms (producers, consumers, decomposers), evaluate how those roles in food chains are interconnected in a food web, and communicate how the organisms are continuously able to meet their needs in a stable food web.

[Social Studies Online](#)
Amazon Rainforest - Grades 2-5
Galapagos Islands
How Coral Reefs Are Formed
Who Lives On a Coral Reef?

GUIDING QUESTION / LEARNING EXPECTATION	4.LS2.4.	Develop and use models to determine the effects of introducing a species to, or removing a species from, an ecosystem and how either one can damage the balance of an ecosystem. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands National Parks - Alaska & Hawaii
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GUIDING QUESTION / LEARNING EXPECTATION	4.LS2.5.	Analyze and interpret data about changes (land characteristics, water distribution, temperature, food, and other organisms) in the environment and describe what mechanisms organisms can use to affect their ability to survive and reproduce. <u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast How Coral Reefs Are Formed National Parks - Washington, Oregon, Idaho, Montana, Colorado Who Lives On a Coral Reef?
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STRAND / STANDARD / COURSE	T.N.4.ESS	Earth and Space Sciences (ESS)
CONCEPTUAL STRAND / GUIDING QUESTION	4.ESS1.	Earth's Place in the Universe

GUIDING QUESTION / LEARNING EXPECTATION	4.ESS1.1	Generate and support a claim with evidence that over long periods of time, erosion (weathering and transportation) and deposition have changed landscapes and created new landforms. <u>Social Studies Online</u> Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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STRAND / STANDARD / COURSE	T.N.4.ESS	Earth and Space Sciences (ESS)
CONCEPTUAL STRAND / GUIDING QUESTION	4.ESS2.	Earth's Systems

GUIDING QUESTION / LEARNING EXPECTATION	4.ESS2.1	Collect and analyze data from observations to provide evidence that rocks, soils, and sediments are broken into smaller pieces through mechanical weathering (frost wedging, abrasion, tree root wedging) and are transported by water, ice, wind, gravity, and vegetation. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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GUIDING QUESTION / LEARNING EXPECTATION	4.ESS2.2	Interpret maps to determine that the location of mountain ranges, deep ocean trenches, volcanoes, and earthquakes occur in patterns. Social Studies Online Galapagos Islands Grade 4 - West Region Geography Grade 4 - West Region Landforms National Parks - Nevada, California National Parks - Wyoming, Utah
GUIDING QUESTION / LEARNING EXPECTATION	4.ESS2.3	Provide examples to support the claim that organisms affect the physical characteristics of their regions. Social Studies Online Amazon Rainforest - Grades 2-5 How Coral Reefs Are Formed Who Lives On a Coral Reef?
STRAND / STANDARD / COURSE	T.N.4.ESS	Earth and Space Sciences (ESS)
CONCEPTUAL STRAND / GUIDING QUESTION	4.ESS3.	Earth and Human Activity
GUIDING QUESTION / LEARNING EXPECTATION	4.ESS3.1	Obtain and combine information to describe that energy and fuels are derived from natural resources and that some energy and fuel sources are renewable (sunlight, wind, water) and some are not (fossil fuels, minerals). Social Studies Online Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today The Sahara Desert
GUIDING QUESTION / LEARNING EXPECTATION	4.ESS3.2	Create an argument, using evidence from research, that human activity (farming, mining, building) can affect the land and ocean in positive and/or negative ways. Social Studies Online African Safari Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert

STRAND / STANDARD / COURSE	TN.4.ETS.	Engineering, Technology, and Applications of Science (ETS)
CONCEPTUAL STRAND / GUIDING QUESTION	4.ETS2.	Links Among Engineering, Technology, Science, and Society

GUIDING QUESTION / LEARNING EXPECTATION

4.ETS2.3. Explain how engineers have improved existing technologies to increase their benefits, to decrease known risks, and to meet societal demands (artificial limbs, seatbelts, cell phones).

[Social Studies Online](#)

[Grade 4 - Midwest Region Early Beginnings](#)

[Grade 4 - Northeast](#)

[Grade 4 - West Region Early Beginnings](#)

Tennessee Academic Standards

Social Studies

Grade: 4 - Adopted: 2017

STRAND / STANDARD / COURSE		FOURTH GRADE SOCIAL STUDIES - The History of the United States: Colonization to Reconstruction
CONCEPTUAL STRAND / GUIDING QUESTION		The War for Independence (1700s-1780s)
GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will explain the causes, course, and key figures of the American Revolution.

LEARNING EXPECTATION

4.04. Evaluate how political, religious, and economic ideas and interests brought about the American Revolution, including: Resistance to imperial policy (Proclamation of 1763); The Stamp Act, 1765; The Townshend Acts, 1767; Tea Act, 1773; "Taxation without Representation"; Intolerable/Coercive Acts, 1774; The role of Patrick Henry [C, E, H, P]

[Social Studies Online](#)

[Grade 3 - The First Americans](#)

[Grade 4 - Northeast](#)

LEARNING EXPECTATION

4.05. Explain the different forms of protests colonists used to promote change in British policies, including: the Boston Tea Party, tarring and feathering, letter writing, and boycotts. [C, E, H, P]

[Social Studies Online](#)

[Grade 3 - The First Americans](#)

LEARNING EXPECTATION

4.06. Determine the historical and present-day significance of the Declaration of Independence, including the roles of Thomas Jefferson and John Hancock. (T.C.A. § 49-6-1028) [H, P, TCA]

[Social Studies Online](#)

[Grade 3 - The First Americans](#)

[Grade 4 - Northeast](#)

LEARNING EXPECTATION

4.07. Contrast how the principles set forth in the Declaration of Independence clashed with treatment of different groups including: women, slaves, and American Indians. [C, E, H, P]

[Social Studies Online](#)

[Grade 3 - The First Americans](#)

[Grade 4 - Northeast](#)

LEARNING EXPECTATION	4.08.	Determine the importance of the following groups to the American Revolution: Loyalists (Tories); Minutemen; Patriots; Redcoats; Sons of Liberty [C, G, H, P] <u>Social Studies Online</u> Grade 3 - The First Americans Grade 4 - Northeast
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LEARNING EXPECTATION	4.09.	Examine major events and battles of the American Revolution, including: Midnight Ride of Paul Revere; Battles of Lexington and Concord; Battle of Bunker (Breed's) Hill; Battle of Saratoga; Valley Forge; Battle of Yorktown [G, H, P] <u>Social Studies Online</u> Grade 3 - The First Americans Grade 4 - Northeast
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STRAND / STANDARD / COURSE		FOURTH GRADE SOCIAL STUDIES - The History of the United States: Colonization to Reconstruction
CONCEPTUAL STRAND / GUIDING QUESTION		Creating a New Government (1781-1789)
GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will describe the people involved in writing, events leading up to, and the ideas embedded within the Constitution.

LEARNING EXPECTATION	4.13.	Describe the conflict between the Federalists and Anti-Federalists over ratification of the Constitution, including the need for a Bill of Rights. [H, P] <u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities
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LEARNING EXPECTATION	4.14.	Describe the principles embedded in the Constitution, including: Purposes of government (listed in the Preamble); Separation of powers; Branches of government; Checks and balances; Recognition and protection of individual rights (in the 1st Amendment) [P] <u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
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STRAND / STANDARD / COURSE		FOURTH GRADE SOCIAL STUDIES - The History of the United States: Colonization to Reconstruction
CONCEPTUAL STRAND / GUIDING QUESTION		Building the New Nation (1790-1830)
GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will explore the development of the federal government, the exploration of the West, the impact of expansion on American Indians, and the contributions of key people during this era.

LEARNING EXPECTATION	4.16.	Map the exploration of the Louisiana Territory, and describe the events, struggles, and successes of the purchase, including the significance of: Meriwether Lewis, William Clark, and Sacagawea. [C, G, H, P] <u>Social Studies Online</u> Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings
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LEARNING EXPECTATION	4.18.	Analyze the impact of Andrew Jackson's presidency, including: the Indian Removal Act, Trail of Tears, and preservation of the union. [C, E, G, H, P, T] Social Studies Online Grade 4 - Southwest Region Early Beginnings
STRAND / STANDARD / COURSE		FOURTH GRADE SOCIAL STUDIES - The History of the United States: Colonization to Reconstruction
CONCEPTUAL STRAND / GUIDING QUESTION		The Growth of the Republic (1800s-1850)
GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will explore the emergence of the U.S. industrial economy, the growth of slavery in the South, and westward expansion.
LEARNING EXPECTATION	4.19.	Contrast regional differences in the early 19th century, including: the emerging urbanization in the North, the expansion of the plantation system in the South, and the developing West. [C, E, G, H, T] Social Studies Online Grade 4 - Northeast
LEARNING EXPECTATION	4.20.	Analyze the impact of the American Industrial Revolution, including the significance of: Watermills (influence of geography); Robert Fulton (steamboats); Samuel Slater (factory system); Eli Whitney (cotton gin) [C, E, G, H, T] Social Studies Online Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
LEARNING EXPECTATION	4.22.	Describe the experiences of settlers on the overland trails to the West, including the purpose of the journeys and influence of geography. [C, E, G, H, T] Social Studies Online Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings
LEARNING EXPECTATION	4.24.	Explain the significance of the California Gold Rush in westward expansion. [C, E, G, H] Social Studies Online Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography

STRAND / STANDARD / COURSE		FOURTH GRADE SOCIAL STUDIES - The History of the United States: Colonization to Reconstruction
CONCEPTUAL STRAND / GUIDING QUESTION		The United States Prior the Civil War (1820s-1861)
GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will explore the events that led to the Civil War, focusing on the impact of slavery, the abolition movement, and the major differences of the states.

LEARNING EXPECTATION	4.25.	Analyze the sectional differences between the North and the Antebellum South, including: Economic; Political; Population; Social; Transportation [C, E, G, H, P, T] Social Studies Online Grade 4 - Northeast
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LEARNING EXPECTATION	4.27.	Explain how slavery became a national issue during the mid-19th century, including the significance of: Missouri Compromise; Compromise of 1850; Uncle Tom's Cabin; Kansas-Nebraska Act; Dred Scott v. Sandford decision; John Brown's Raid (on Harper's Ferry) [C, E, G, H, P] Social Studies Online Grade 4 - Southeast Region of the U.S.
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STRAND / STANDARD / COURSE		FOURTH GRADE SOCIAL STUDIES - The History of the United States: Colonization to Reconstruction
CONCEPTUAL STRAND / GUIDING QUESTION		The Civil War and Reconstruction (1861-1870s)
GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will understand the causes and course of the Civil War and the successes and failures of Reconstruction.

LEARNING EXPECTATION	4.37.	Describe the physical, social, political, and economic consequences of the Civil War on the southern U.S after the surrender at Appomattox Court House. [C, E, G, H, P, T] Social Studies Online Grade 4 - Southeast Region of the U.S.
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LEARNING EXPECTATION	4.40.	Compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress. [E, G, H, P, T] Social Studies Online Grade 4 - Southeast Region of the U.S.
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STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.01	Gather information from a variety of primary and secondary sources, including:

GUIDING QUESTION / LEARNING EXPECTATION		Graphic representations (e.g., maps, timelines, charts, artwork) Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert
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GUIDING QUESTION / LEARNING EXPECTATION		Artifacts Social Studies Online Grade 3 - The First Americans
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STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.03	Organize data from a variety of sources in order to:

GUIDING
QUESTION /
LEARNING
EXPECTATION

Recognize differences between multiple accounts

Social Studies Online

Canada: Our Northern Neighbor

Grade 4 - Northeast

Grade 4 - West Region Geography

STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.04	Construct and communicate arguments supported by evidence to:

GUIDING
QUESTION /
LEARNING
EXPECTATION

Demonstrate and defend an understanding of ideas

Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

GUIDING QUESTION / LEARNING EXPECTATION		<p>Illustrate cause and effect</p> <p><u>Social Studies Online</u></p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p>
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STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.05	Develop historical awareness by:

GUIDING QUESTION / LEARNING EXPECTATION		<p>Recognizing how and why historical accounts change over time</p> <p><u>Social Studies Online</u></p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Geography</p>
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GUIDING QUESTION / LEARNING EXPECTATION		<p>Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness</p> <p><u>Social Studies Online</u></p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p>
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GUIDING QUESTION / LEARNING EXPECTATION		Identify patterns of continuity and change over time, making connections to the present <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
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STRAND / STANDARD / COURSE		Grades 3-5 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.06	Develop geographic awareness by:

GUIDING QUESTION / LEARNING EXPECTATION		Determining relationships among people, resources, and ideas based on geographic location (local, national, global) <u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Canada: Our Northern Neighbor Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today
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GUIDING QUESTION / LEARNING EXPECTATION		Determining the use of diverse types of maps based on the purpose <u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert
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GUIDING
QUESTION /
LEARNING
EXPECTATION

Analyzing the spatial relationships between people, circumstances, and resources

Social Studies Online

Amazon Rainforest - Grades 2-5
Canada: Our Northern Neighbor
Grade 3 - A Country of Cultures
Grade 3 - Geography of Our Communities
Grade 3 - The First Americans
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Northeast
Grade 4 - Southeast Region of the U.S.
Grade 4 - Southwest Region Early Beginnings
Grade 4 - Southwest Region Today
Grade 4 - West Region Geography
Grade 4 - West Region Today

GUIDING
QUESTION /
LEARNING
EXPECTATION

Analyzing interaction between humans and the physical environment

Social Studies Online

Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Grade 3 - Geography of Our Communities

GUIDING
QUESTION /
LEARNING
EXPECTATION

Examining how geographic regions and perceptions of the regions change over time

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5
Ancient China - Qin & Han Dynasties
Canada: Coast to Coast
Canada: Our Northern Neighbor
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Northeast
Grade 4 - West Region Geography
Grade 4 - West Region Landforms