

A Blueprint for Learning

The *Blueprint for Learning* is a companion document for the Tennessee Curriculum Standards which are located at www.tennessee.gov/education. Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

Key features of the reformatted version are:

- All grades for each content area are provided in the same manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
 - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

SOCIAL STUDIES **Fourth Grade**

CULTURE

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The student will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Key	Reporting Category	
D		Describe cultures of Native American tribes.
D		Explain how European settlers created a new culture.
D		Explore similarities and differences in how groups, societies, and cultures address similar human needs and concerns.
M		Compare how people from different cultures think about and handle their physical environments and social conditions.
I		Show different cultural regions on a map identifying such things as religion, language, and ethnicity.
I		Identify the reasons for the establishment of Spanish missions in early American history.
I		Identify the similarities and differences within and among selected racial, ethnic, and religious groups in Tennessee.
I		Identify customs, celebrations, and traditions of various cultural groups in early Tennessee.
I		Summarize the contributions of people of various racial, ethnic, and religious groups in the development of early Tennessee.

ECONOMICS

Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

D		Identify the economic motivations for European exploration and colonization.
A	E	Analyze the impact of European exploration and colonization on the economy of Tennessee.
D		Describe how Native Americans in Tennessee and the Western Hemisphere met their basic economic needs.
A	E	Interpret a chart of major agricultural produce in Tennessee (i.e., cotton, tobacco, soy beans, rice, corn, cattle, wheat, swine, and sheep).
I		Analyze how people in different parts of the United States earned a living in the past and do so in the present.
D		Explain the economic patterns of various early Native American groups in Tennessee and the Western Hemisphere.
A	E	Recognize the difference between a barter system and a money system.
I		Identify major industries of colonial America.
A	E	Identify major industries of colonial America using a map of the original thirteen colonies.
I		Explain the economic patterns of early European colonial governments and their relationships with foreign governments.
M		Explain and demonstrate the role of money in daily life.
I		Describe the relationship of price to supply and demand and how it affected early American history.
I		Use economic concepts such as supply, demand, and price to help explain events.
A	E	Recognize the concept of supply and demand.
I		Identify the economic motivations for European exploration and settlement in Tennessee and the Western Hemisphere.
I		Examine the location, distribution, and patterns of economic activities and settlement in Tennessee.

KEY

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I		Evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in Tennessee and various regions.
A	E	Read and interpret a passage about a political or economic issue which individuals may respond to with contrasting views (i.e., state taxes, federal taxes, slavery, and Bill of Rights).

GEOGRAPHY

Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

D		Locate major countries of the world involved in early American Development on a map or globe.
D		Locate places on a map using cardinal and intermediate directions, latitude and longitude, and time zones.
D		Locate the routes of early explorers of North America on a map.
A	G	Identify and use key geographical features on maps (i.e., mountains, rivers, plains, valleys, and forests).
A	G	Identify on a map the routes of Americas' explorers (i.e., Columbus, Balboa, Pizarro, and Desoto).
A	G	Use latitude and longitude to identify major North American cities on a map (i.e., Boston, Mexico City, Toronto, Charleston, Savannah, Washington, DC, Philadelphia, Sante Fe, and Los Angeles).
I		Explain how physical and human characteristics of places and regions within the state and the United States developed.
A	G	Recognize the reasons settlements are founded on major river systems. (i.e., transportation, manmade boundaries, and food and water sources).
A	G	Determine how physical processes shape the United States' features and patterns (i.e., erosion, volcanoes, plate tectonics, and flooding).
I		Explain how the major river systems affected the development of early settlements.
A	G	Recognize river systems that impacted early American history (i.e., Mississippi, Mystic, Charles, and Hudson).
I		Explain how physical processes shape the United States' features and patterns.
I		Understand the differences in early population characteristics of the state and of the United States such as density, distribution, and growth rates.
A	G	Determine how density, distribution, and growth rate affected United States settlement patterns.
D		Describe how geography affected the development of transportation and communication networks.
I		Explain the influences of physical and human features on historical events.
I		Explain how the patterns and processes of migration affect the development of Tennessee.
I		Explain how environmental issues such as water supply, air quality, and solid waste confronted humans when settling Tennessee.
A	G	Identify cause and effect relationships between population distribution and environmental issues (i.e., water supply, air quality, and solid waste).

GOVERNANCE AND CIVICS

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

D		Explain how Native Americans governed their communities.
I		Give examples of how government did or did not provide for needs and wants of people, establish order and security, and manage conflict.
A	GC	Recognize how groups work cooperatively to accomplish goals and encourage change (i.e., American Revolution, founding of Tennessee, the failure of the Articles of Confederation, and colonies).
A	GC	Examine how the Mayflower Compact is a symbol of the first United States government.
I		Compare the systems of government of early European colonists.

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A	GC	Examine the events that contributed to the outbreak of the American Revolution (i.e., taxation, judicial process, lack of representations, and quartering of troops).
I		Identify examples of representative government in the American colonies, including the Mayflower Compact, Iroquois League, and the Virginia House of Burgesses.
I		Identify the purposes and explain the importance of the creation of Tennessee’s colonial government, and the Tennessee Constitution.
I		Explain the purposes of the United States Constitution as identified in the Preamble to the Constitution.
A	GC	Using a chart showing checks and balances, explain how one branch of government can limit the power of others.
I		Explain the system of checks and balances.
I		Identify and explain the basic functions of the three branches of state government.
A	GC	Identify the 3 branches of federal and state governments.
A	GC	Identify the rights outlined by the Bill of Rights (i.e., Amendments 1, 5, 6, and 8).
I		Identify the purposes and explain the importance of the Declaration of Independence.
I		Identify examples of rights and responsibilities of citizens.
I		Explain action citizens take to influence public policy decisions.
A	GC	Determine how various groups resolve conflict (i.e., school, tribal councils, and courts).
I		Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
I		Explain the role of the individual in state and local elections.
M		Sing or recite “The Star Spangled Banner” and explain its history.

HISTORY

History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

*** Some state performance indicators are listed in more than one era. These may be assessed in any of the eras in which they appear, but not necessarily in all eras in which they appear.**

Era 1 - Three Worlds Meet (Beginnings to 1620)

I/D		Identify the ancient civilizations of the Americas at the time of European arrival.
I/D		Explain the cultures of the Western Hemisphere’s native people prior to European contact.
*A	USP 1	Identify pre-Colonial Native American groups (i.e., Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, and Mississippi Mound Builders).
*A	USP 1	Examine how Native American culture changed as a result of contact with European cultures (i.e., decreased population, spread of disease, increased conflict, loss of territory, and increase of trade.)
I/D		Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.
I/D		Realize that geographic, technological, and scientific factors contributed to the European age of exploration and settlement in the Americas.
I/D		Describe the immediate and long-term impact of Columbus’ voyages on native populations and on colonization in the Americas.
I/D		List the characteristics of the Spanish and Portuguese exploration and settlement of the Americas.
I/D		Identify Native American groups in Tennessee and the Western Hemisphere before European explorations.
*A	USP 1	Identify Native American groups in Tennessee before European explorations (i.e., Cherokee, Creek, and Chickasaw).
I/D		Summarize reasons for European exploration and settlement of Tennessee and the Western Hemisphere.
*A	USP 1	Read and interpret facts from a historical passage about an early American-Spanish mission.
I/D		Identify accomplishments of significant explorers and explain their impact on the settlement of Tennessee.

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Era 2 - Colonization and Settlement (1585-1763)

I/D		Discuss the search for religious, economic, and individual freedom in the settlement of the colonies.
A	USP 1	Determine the reasons for colonial settlement (i.e., religious, economic, and individual freedom).
*A	USP 1	Read and interpret facts from a historical passage about an early American-Spanish mission.
I/D		Describe the lives of free and indentured immigrants who came from Europe to North America and the Caribbean.
I/D		Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.
I/D		Detail the growth and change in the European colonies during the two centuries following their founding with an emphasis on New England and Virginia.
I/D		Explain the importance of the Mayflower Compact.
I/D		Understand the role of religion in the English colonies such as the evolution of religious freedom and the treatment of religious dissenters.
I/D		Explain when, where, and why groups of people colonized and settled in the United States.
*A	USP 1, 2	Identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, and French).
*A	USP 1	Identify Native American groups in Tennessee before European explorations (i.e., Cherokee, Creek, and Chickasaw).
*A	USP 1	Identify pre-Colonial Native American groups (i.e., Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, and Mississippi Mound Builders).
*A	USP 1	Examine how Native American culture changed as a result of contact with European cultures (i.e., decreased population, spread of disease, increased conflict, loss of territory, and increase of trade.)
I/D		Explain the political, economic, and social impact of the slave trade in the Americas.
*A	USP 1	Interpret a timeline that depicts slave and indentured servants coming from Europe to life in North America.
I/D		Conduct a thorough study of the differing regions of Tennessee and their history.
I/D		Describe the effects of political, economic, and social changes on Native Americans in Tennessee.
I/D		Identify characteristics of early colonial governments in Tennessee.

Era 3 - Revolution and the New Nation (1754-1820)

I/D		Explain the events that contributed to the outbreak of the American Revolution.
I/D		Study the Declaration of Independence, its major ideas, and its sources.
I/D		Describe the earliest armed conflict of the Revolutionary War.
I/D		Summarize the results of the American Revolution, including the establishment of the United States.
I/D		Demonstrate an understanding that people in different times and places view the world differently.
I/D		Explain the major political issues of the thirteen colonies after their independence that led to the creation of the Articles of Confederation.
*A	USP 2	Determine why the United States Constitution was necessary (i.e., no single currency, no judicial branch, no enforcement of laws, and small and large states having unequal representation).
A	USP 1	Interpret a visual contrasting life before and after the American Revolution (i.e., education, family size, transportation, and politics).
I/D		Summarize the events that led to the creation of the United States Constitution.
A	USP 1	Determine the hardships faced by early Tennessee settlers in the late 1700's (i.e., security, isolated communities, lack of access to goods, and natural geography).
I/D		Focus on the creation of the state of Franklin and subsequent creation of the state of Tennessee.
*A	USP 1, 2	Identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, and French).
A	USP 1	Identify various racial and ethnic groups in Tennessee at the founding of statehood (i.e., Cherokee, Creek, Shawnee, English, Scottish, French, and American born pioneers).
I/D		Identify the accomplishments of notable Tennessee individuals such as William Blount and John Sevier.

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A	USP 1	Recognize the accomplishments John Sevier contributed to Tennessee history (i.e., State of Franklin's one and only governor, Tennessee's first governor, United States Congressman, and soldier).
*A	USP 1, 2	Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoyia, David Crockett, and Nancy Ward).
*A	USP 1	Examine how Native American culture changed as a result of contact with European cultures (i.e., decreased population, spread of disease, increased conflict, loss of territory, and increase of trade.)
*A	USP 1, 2	Interpret a timeline that depicts slave and indentured servants coming from Europe to life in North America.

Era 4 - Expansion and Reform (1801-1861)

*A	USP 1, 2	Identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, and French).
*A	USP 2	Determine why the United States Constitution was necessary (i.e., no single currency, no judicial branch, no enforcement of laws, and small and large states having unequal representation).
I/D		Give examples of maps, timelines, and charts that show western expansion.
I/D		Identify the factors that led to territorial expansion and its effects.
*A	USP 1, 2	Interpret a timeline that depicts slave and indentured servants coming from Europe to life in North America.
I/D		Identify the contributions of early pioneers such as Daniel Boone to the development of colonial America.
I/D		Explain how societal changes led to conflict among sections of the United States.
I/D		Explain the Louisiana Purchase.
A	USP 2	Analyze how the Louisiana Purchase influenced the growth of the United States (i.e., increased size, encouraged expansion, and increased natural resources).
I/D		Recognize the significance of the Lewis and Clark expedition.
A	USP 2	Determine the influence Lewis and Clark's expedition had on westward expansion.
I/D		Recognize the significance of the War of 1812.
I/D		Understand the impact of territorial expansion on Native American tribes.
A	USP 2	Read and interpret a passage about the Trail of Tears.
I/D		Identify the impact of railroads on life in Tennessee including changes to cities and major industries.
I/D		Identify the impact of various issues and events on life in Tennessee such as urbanization.
I/D		Identify the accomplishments of notable Tennessee individuals such as Sam Houston, Andrew Jackson, and James Polk.
*A	USP 1, 2	Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoyia, David Crockett, and Nancy Ward).
A	USP 2	Interpret a timeline that depicts major historical pre-Civil War events.
A	USP 2	Determine how the issue of slavery caused political and economic tensions between government policy and people's beliefs (i.e., abolitionists, plantation owners, state's rights, and central government).

INDIVIDUALS, GROUPS AND INTERACTIONS

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

I		Analyze a particular event to identify reasons individuals might respond to it in different ways.
M		Work independently and cooperatively to accomplish goals.
M		Identify leadership qualities of leaders of the past.
I		Explain group and institutional influences such as religious beliefs, laws, and peer pressure on people, events, and elements of culture.
I		Identify and describe examples of tension between a group's belief system and the government's policies and laws.

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SOCIAL STUDIES PROCESS STANDARDS

The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.

I		Detect cause and effect relationships to acquire information.
I		Distinguish between fact and opinion to recognize propaganda to acquire information.
D		Use maps, graphs, globes, media, and technology sources to acquire information.
D		Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.
I		Identify relevant factual material to problem solve and analyze data.
I		Classify information by source, chronology, and importance to problem solve and analyze data.
I		Critically examine data from a variety of sources to problem solve and analyze data.
I		Detect bias in data presented in a variety of forms to problem solve and analyze data.
I		Note cause/effect relationship and draw inferences from a variety of data to problem solve and analyze data.
I		Read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources for historical awareness.
D		Construct and analyze timelines for historical awareness.
D		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.
D		Incorporate the use of technological resources for historical awareness.
D		Utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork for historical awareness.

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