

# Course Syllabus

## Social Studies, Grade 4

Jefferson County Schools Curriculum, Final  
Jefferson County Schools

In Social Studies, the goal is for all students to develop a deep, rich network of understandings related to the world around them. The objectives and competencies included in this curriculum deal with history, geography, economics, and civics from a diverse, global perspective. Students engage in projects that require them to apply Social Studies skills in real-world contexts.

Fourth graders are encouraged to study the rich history and unique attributes of their state. Students should learn about significant events in American history and the role their state played in the development of the United States. Historical documents and democratic principles should be studied to explore American identity. Civic and economic concepts continue to be presented within the context of state history by focusing on state government and economic activity associated with the student's individual state. Geography studies should encompass Earth attributes, processes, and the tools used to understand the world in which we live. Students should develop a cultural perspective through exposure to folklore and diversity.

### Culture

- The learner will be able to 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, increase of trade).
- The learner will be able to discuss similarities and differences in how groups, societies, and cultures meet basic differences and compare how different cultures handle environmental and social conditions.
- The learner will be able to use pictures to draw conclusions about how different cultural groups address basic needs (food, water, shelter, clothing).
- The learner will be able to determine how various groups resolve conflict (i.e. school, tribal council, courts).
- The learner will be able to make inferences about some of the major components of a culture (language, art, music, religion, food) from a reading passage.

- The learner will be able to identify similarities and differences within racial, ethnic and religious groups in Tennessee, identify customs, celebrations and traditions of these cultures, and summarize the contributions of racial, ethnic and religious groups in the development of early Tennessee.
- The learner will be able to identify cultural groups who inhabited North America in the 17th century (i.e. Puritans, Quakers, Spanish, French).
- The learner will be able to read and interpret facts from a historical passage about an early American Spanish mission.
- The learner will be able to identify different cultural regions on a map such as religion, language, and ethnicity.
- The learner will be able to identify pre-Colonial Native American groups (i.e. Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, Mississippi Mound Builders).
- The learner will be able to identify various racial groups in Tennessee at the founding of statehood (i.e. Cherokee, Creek, Shawnee, English, Scottish, French, American born pioneers).

### Economics

The Economics unit includes core concepts, such as supply and demand, goods and services, income, and employment, as well as United States and world economies.

- The learner will be able to interpret a chart of major agricultural produce in Tennessee (i.e. cotton, tobacco, soy beans, rice, corn, cattle, wheat, swine, sheep).
- The learner will be able to identify major industries of Colonial America using a map of the original 13 colonies.
- The learner will be able to understand the role of money in daily life use economic concepts such as supply, demand, price to help explain events.

# Course Syllabus

## Social Studies, Grade 4

Jefferson County Schools Curriculum, Final  
Jefferson County Schools

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- The learner will be able to describe the potential costs and benefits of personal economic choices in a market economy including European exploration and colonization, how Native Americans met their basic economic needs, and how people in the past and present earned a living.
- The learner will be able to interpret economic issues as expressed in maps, tables, diagrams, and charts.
- The learner will be able to understand the understand of economics within Tennessee and early America including the motivation for European exploration/settlement in Tennessee and the effects of supply/demand on business, industry, and agriculture in various regions.
- The learner will be able to give examples of the interaction of groups, businesses, and governments in a market economy including the economic patterns of Native American groups in Tennessee, the major industries in colonial America, and the economic patterns of early European colonial governments.
- The learner will be able to analyze the impact of European exploration and colonization on the economy of Tennessee.
- The learner will be able to distinguish between goods and services and understand the concept of exchanging money for goods and services.
- The learner will be able to define consumers as people who use goods and services.
- The learner will be able to distinguish between imports and exports.
- The learner will be able to differentiate between money and barter economies.
- The learner will be able to differentiate between a natural resource and a finished product.
- The learner will be able to identify ways in which tools and machines make people more productive.
- The learner will be able to understand that some of the goods and services used by people are provided by the United States government.

### Geographic Perspectives

- The learner will be able to identify how geography affects human life.
- The learner will be able to associate geographical factors with economic growth.
- The learner will be able to identify the meaning of geographical terms, such as the equator, north and south poles, lines of identify and latitude.
- The learner will be able to associate a geographical term (e.g. island) with a place (e.g., Hawaii).
- The learner will be able to identify cause and effect relationships between population distribution and environmental issues (i.e. water supply, air quality, solid waste).
- The learner will be able to identify the Northern, Southern, Eastern, and Western hemispheres using the equator and prime meridian.
- The learner will be able to identify the routes on a map taken by the explorers of the Americas (i.e. Columbus, Balboa, Pizarro, DeSoto).
- The learner will be able to identify and use key geographical features (i.e. mountains, rivers, plains, valleys, forests).
- The learner will be able to understand the geographic factors that determined the locations of and patterns of settlements in Tennessee including migration and environmental issues such as water supply, air quality, and solid waste.
- The learner will be able to identify and name continents and oceans on a globe.
- The learner will be able to relate climate to human needs, such as clothing.
- The learner will be able to use latitude and longitude to identify major North American cities on a map (i.e. Boston, Mexico City, Toronto, Charleston, Savannah, Washington, D.C, Philadelphia, Sante Fe, Los Angeles).

# Course Syllabus

## Social Studies, Grade 4

Jefferson County Schools Curriculum, Final  
Jefferson County Schools

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- The learner will be able to use maps, charts, graphs, and globes to acquire and report information including locating major countries of the world, using cardinal and intermediate directions, using latitude and longitude and the location of early explorers in North America.
- The learner will be able to locate major physical and political features on globes and maps including how geography affected the development of transportation and communication, the influence of physical and human characteristics on historical events, and the differences in early population characteristics such as density, distribution and growth rates.
- The learner will be able to identify how he/she uses the Earth's physical resources in daily life and indicate how these resources can be conserved.
- The learner will be able to determine how physical processes shape the United States' features and patterns (i.e. erosion, volcanoes, plate tectonics, flooding).
- The learner will be able to recognize river systems that impacted early American History( i.e. Mississippi, Mystic, Charles, Hudson).
- The learner will be able to recognize the reasons settlements are founded on major river systems (i.e. transportation, manmade boundaries, food and water sources).
- The learner will be able to determine how density, distribution, and growth rate affected United States settlement patterns.
- The learner will be able to explain how physical and human characteristics of places and regions in the country developed including the major river systems and their effects on the development of early settlements.
- The learner will be able to identify the rights outlined by the Bill of Rights (i.e. Amendments 1,5,6, and 8).
- The learner will be able to using a chart of checks and balances, explain how one branch of government can limit the power of others.
- The learner will be able to draw conclusions about the consequences of not following the rules.
- The learner will be able to identify the American common belief in the importance of equal opportunity, equal protection, respect for the law, work, and voluntarism.
- The learner will be able to identify characteristics of early colonial government in Tennessee, and describe the effects of changes on Native Americans in Tennessee.
- The learner will be able to understand that voting is part of the election process.
- The learner will be able to identify the current President of the United States.
- The learner will be able to discuss the nature and purposes of government including how Native Americans governed their communities, how government provided for needs, established order, and managed conflict.
- The learner will be able to identify the 3 branches of federal and state governments.
- The learner will be able to understand that all the nations of the world have independent systems of government.
- The learner will be able to understand the difference between making a law, carrying out a law, and determining if a law has been broken.
- The learner will be able to examine how the Mayflower Compact is a symbol of the first United States government.
- The learner will be able to identify historical figures who helped to shape the principles and values of American democracy.

### Governance and Civics

- The learner will be able to relate various members of government to their functions.

# Course Syllabus

## Social Studies, Grade 4

Jefferson County Schools Curriculum, Final  
Jefferson County Schools

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- The learner will be able to identify examples of representative government in the identify Colonies (including Mayflower Compact, Iroquois League, Virginia House of Burgesses), identify the purposes of Tennessee's colonial government and the Tennessee Constitution.
- The learner will be able to identify the role of the citizen in a democratic society including the importance of the Declaration of Independence, examples of rights and responsibilities of a citizen, and actions citizens take to influence public policy.
- The learner will be able to identify the role of a citizen in a democratic society, including the role of the citizen in state and local elections and sing/recite the Star Spangled Banner and explain its history.
- The learner will be able to identify the safest solution when presented with a dangerous situation.
- The learner will be able to select from a visual representation a service provided by the government (parks, schools, libraries).
- Purchase, the Lewis and Clark expedition, the War of 1812. and the impact of territorial expansion of Native American tribes.
- The learner will be able to determine the reasons for colonial settlement (i.e. religious, economic, individual freedom).
- The learner will be able to interpret historical information presented on a graph, chart, or table.
- The learner will be able to recognize American territorial expansions and its effects on relations with European powers and Native Americans including using maps, time lines, and charts, identifying contributing factors, and the contributions of early pioneers such as Daniel Boone to the development of colonial America.
- The learner will be able to recognize the role that desire for freedom played in the settlement of the New World including religious, economic, and personal freedom and the lives of free and indentured immigrants.
- The learner will be able to determine the hardships faced by early Tennessee settlers in the late 1700's (i.e. security, isolated communities, lack of access to goods, natural geography).
- The learner will be able to understand the place of historical events in the context of past, present, and future.
- The learner will be able to read and interpret facts from a historical passage.
- The learner will be able to interpret a time line that depicts major pre-Civil War events.
- The learner will be able to recognize the accomplishments of John Sevier and how they contributed to Tennessee history (i.e., state of Franklin's one and only governor, Tennessee's first governor, United States Congressman, soldier).
- The learner will be able to determine the influence Lewis and Clark's expedition had on westward expansion.

### History

- The learner will be able to examine the events that contributed to the outbreak of the American Revolution (i.e. taxation, judicial process, lack of representation, quartering of troops).
- The learner will be able to identify the causes and results of the American Revolution including contributory events, early armed conflicts, the Declaration of Independence and its significance and the establishment of the United States.
- The learner will be able to analyze various historical perspectives.
- The learner will be able to recognize historical cause and effect relationships.
- The learner will be able to understand sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization including changes in society, how societal change led to conflicts, and the significance of the Louisiana

# Course Syllabus

## Social Studies, Grade 4

Jefferson County Schools Curriculum, Final  
Jefferson County Schools

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- The learner will be able to identify the main idea of a biographical passage.
- The learner will be able to analyze how the Louisiana Purchase influenced the growth of the United States (i.e. increased size, encouraged expansion, increased natural resources).
- The learner will be able to identify major Tennessee Political leaders (i.e. Andrew Jackson, Sam Houston, James Polk, Sequoyia, David Crockett, Nancy Ward).
- The learner will be able to determine how scientific and technological discoveries changed the way of life across time (cotton gin, automobile, electricity, communications).
- The learner will be able to identify Native American groups in Tennessee Before European explorations (i.e. Cherokee, Creek, Chickasaw).
- The learner will be able to interpret a timeline that depicts slave and indentured servants coming from Europe to life in North America.
- The learner will be able to use vocabulary related to the chronology of time, including ancient, modern, and/or future time.
- The learner will be able to read and interpret a passage about the Trail of Tears.
- The learner will be able to determine why the United States Constitution was necessary (i.e. no single currency, no judicial branch, no enforcement of laws, small and large states having unequal representation).
- The learner will be able to interpret a visual contrasting life before and after the American Revolution (i.e. education, family size, transportation, politics).
- The learner will be able to understand how groups and institutions influence religious beliefs, laws and peer pressure on people, events, and elements of culture and identify examples of tension between groups concerning their belief systems.
- The learner will be able to recognize the impact of individual and group decisions by analyzing individual responses to an event, by working independently and cooperatively to accomplish goals, and identifying leadership accomplishments of past leaders.
- The learner will be able to read and interpret a passage about a political issue which may respond to with contrasting views (i.e. state taxes, federal taxes, slavery, Bill of Rights).
- The learner will be able to determine how the issue of slavery caused political and economic tensions between government policy and people's beliefs (i.e. caused, plantation owners, state's rights, central government, Loyalists).

### Individuals, Groups, and Interactions

- The learner will be able to recognize how groups work cooperatively to accomplish and encourage change (i.e. American Revolution, founding of Tennessee, the failure of the Articles of Confederation, colonies).