

**Main Criteria:** Tennessee Academic Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 4

**Correlation Options:** Show Correlated

**Tennessee Academic Standards**

**Science**

Grade: 4 - Adopted: 2007

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| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.T/E.</b>         | <b>Technology and Engineering</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>CS.T/E.</b>         | Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>GQ.T/E.</b>         | How do science concepts, engineering skills, and applications of technology improve the quality of life?  |
| <b>LEARNING EXPECTATION</b>                    | <b>GLE.0407.T/E.</b>   | <b>Grade Level Expectations</b>   |
| <b>INDICATOR</b>                               | <b>GLE.0407.T/E.1.</b> | Describe how tools, technology, and inventions help to answer questions and solve problems.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Geography of Our Communities<br>The Amazon Rainforest - Part 2 - Younger Grades                              |
| <b>INDICATOR</b>                               | <b>GLE.0407.T/E.2.</b> | Recognize that new tools, technology, and inventions are always being developed.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Geography of Our Communities<br>The Amazon Rainforest - Part 2 - Younger Grades   |
| <b>INDICATOR</b>                               | <b>GLE.0407.T/E.3.</b> | Identify appropriate materials, tools, and machines that can extend or enhance the ability to solve a specified problem.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Geography of Our Communities<br>The Amazon Rainforest - Part 2 - Younger Grades |
| <b>INDICATOR</b>                               | <b>GLE.0407.T/E.4.</b> | Recognize the connection between scientific advances, new knowledge, and the availability of new tools and technologies.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Geography of Our Communities  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.T/E.</b>         | <b>Technology and Engineering</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>CS.T/E.</b>         | Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>GQ.T/E.</b>         | How do science concepts, engineering skills, and applications of technology improve the quality of life?  |
| <b>LEARNING EXPECTATION</b>                    | <b>0407.T/E.</b>       | <b>Checks for Understanding</b>   |
| <b>INDICATOR</b>                               | <b>0407.T/E.1.</b>     | Explain how different inventions and technologies impact people and other living organisms.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Geography of Our Communities<br>The Amazon Rainforest - Part 2 - Younger Grades                              |
| <b>INDICATOR</b>                               | <b>0407.T/E.2.</b>     | Design a tool or a process that addresses an identified problem caused by human activity.   |

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|   |                 | <u>Virtual Field Trips</u><br>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.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Geography of Our Communities<br>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.<br><br><u>Virtual Field Trips</u><br>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.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Geography of Our Communities<br>How Coral Reefs Are Formed<br>The Amazon Rainforest<br>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.<br><br><u>Virtual Field Trips</u><br>African Safari<br>How Coral Reefs Are Formed<br>The Amazon Rainforest<br>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.<br><br><u>Virtual Field Trips</u><br>African Safari<br>Galapagos Islands<br>Galapagos Islands - Espagnol<br>How Coral Reefs Are Formed |

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|   |               | The Amazon Rainforest<br>The Amazon Rainforest - Part 2 - Younger Grades<br>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.<br><br><u>Virtual Field Trips</u><br>African Safari<br>How Coral Reefs Are Formed<br>The Amazon Rainforest<br>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.<br><br><u>Virtual Field Trips</u><br>African Safari<br>Galapagos Islands<br>Galapagos Islands - Espagnol<br>The Amazon Rainforest<br>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.<br><br><u>Virtual Field Trips</u><br>Galapagos Islands<br>Galapagos Islands - Espagnol<br>Who Lives On a Coral Reef? |
| INDICATOR                               | 0407.3.2.     | Classify organisms as carnivores, herbivores, or omnivores.<br><br><u>Virtual Field Trips</u><br>African Safari<br>Galapagos Islands<br>Galapagos Islands - Espagnol<br>The Amazon Rainforest<br>Who Lives On a Coral Reef?                                       |
| INDICATOR                               | 0407.3.3.     | Identify how a variety of organisms meet their energy needs.<br><br><u>Virtual Field Trips</u>  |

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|  |                      | African Safari<br>Galapagos Islands<br>Galapagos Islands - Espagnol<br>The Amazon Rainforest<br>Who Lives On a Coral Reef?   |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.3.</b>         | <b>Life Science: Flow of Matter and Energy</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>CS.3.</b>         | <b>Matter and energy flow through the biosphere.</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>GQ.3.</b>         | <b>What scientific information explains how matter and energy flow through the biosphere?</b>  |
| <b>LEARNING EXPECTATION</b>                    | <b>SPI.0407.3.</b>   | <b>State Performance Indicators</b>  |
| <b>INDICATOR</b>                               | <b>SPI.0407.3.1.</b> | Determine how different organisms function within an environment in terms of their location on an energy pyramid.<br><br><u>Virtual Field Trips</u><br>The Amazon Rainforest   |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.4.</b>         | <b>Life Science: Heredity</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>CS.4.</b>         | <b>Plants and animals reproduce and transmit hereditary information between generations.</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>GQ.4.</b>         | <b>What are the principal mechanisms by which living things reproduce and transmit information between parents and offspring?</b>  |
| <b>LEARNING EXPECTATION</b>                    | <b>0407.4.</b>       | <b>Checks for Understanding</b>  |
| <b>INDICATOR</b>                               | <b>0407.4.1.</b>     | Design a simple demonstration that illustrates the relationship between reproduction and survival of a species.<br><br><u>Virtual Field Trips</u><br>How Coral Reefs Are Formed  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.5.</b>         | <b>Life Science: Biodiversity and Change</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>CS.5.</b>         | <b>A rich variety of complex organisms have developed in response to a continually changing environment.</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>GQ.5.</b>         | <b>How does natural selection explain how organisms have changed over time?</b>  |
| <b>LEARNING EXPECTATION</b>                    | <b>GLE.0407.5.</b>   | <b>Grade Level Expectations</b>  |
| <b>INDICATOR</b>                               | <b>GLE.0407.5.1.</b> | Analyze physical and behavioral adaptations that enable organisms to survive in their environment.<br><br><u>Virtual Field Trips</u><br>African Safari<br>Galapagos Islands<br>Galapagos Islands - Espagnol<br>How Coral Reefs Are Formed<br>National Parks - West - Alaska & Hawaii<br>National Parks West - Nevada, California<br>National Parks West - Wyoming, Utah<br>National Parks of the Western Region - Part 1<br>The Amazon Rainforest<br>The Amazon Rainforest - Part 2 - Younger Grades<br>Who Lives On a Coral Reef? |
| <b>INDICATOR</b>                               | <b>GLE.0407.5.2.</b> | Describe how environmental changes caused the extinction of various plant and animal species.<br><br><u>Virtual Field Trips</u><br>The Amazon Rainforest - Part 2 - Younger Grades   |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.5.</b>         | <b>Life Science: Biodiversity and Change</b>   |

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| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>CS.5.</b>         | A rich variety of complex organisms have developed in response to a continually changing environment.  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>GQ.5.</b>         | How does natural selection explain how organisms have changed over time?   |
| <b>LEARNING EXPECTATION</b>                    | <b>0407.5.</b>       | <b>Checks for Understanding</b>  |
| <b>INDICATOR</b>                               | <b>0407.5.1.</b>     | Classify animals according to their physical adaptations for obtaining food, oxygen, and surviving within a particular environment.<br><br><u>Virtual Field Trips</u><br>African Safari<br>Galapagos Islands<br>Galapagos Islands - Espagnol<br>How Coral Reefs Are Formed<br>Who Lives On a Coral Reef?   |
| <b>INDICATOR</b>                               | <b>0407.5.2.</b>     | Describe how animal behaviors such as migration, defense, means of locomotion, and hibernation enable them to survive in an environment.<br><br><u>Virtual Field Trips</u><br>African Safari<br>Galapagos Islands<br>Galapagos Islands - Espagnol<br>National Parks - West - Alaska & Hawaii<br>National Parks West - Wyoming, Utah<br>The Amazon Rainforest<br>Who Lives On a Coral Reef?   |
| <b>INDICATOR</b>                               | <b>0407.5.5.</b>     | Analyze the common causes of extinction and explain how human actions sometimes result in the extinction of a species.<br><br><u>Virtual Field Trips</u><br>The Amazon Rainforest - Part 2 - Younger Grades  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.5.</b>         | <b>Life Science: Biodiversity and Change</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>CS.5.</b>         | A rich variety of complex organisms have developed in response to a continually changing environment.  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>GQ.5.</b>         | How does natural selection explain how organisms have changed over time?   |
| <b>LEARNING EXPECTATION</b>                    | <b>SPI.0407.5.</b>   | <b>State Performance Indicators</b>  |
| <b>INDICATOR</b>                               | <b>SPI.0407.5.1.</b> | Determine how a physical or behavioral adaptation can enhance the chances of survival.<br><br><u>Virtual Field Trips</u><br>African Safari<br>Galapagos Islands<br>Galapagos Islands - Espagnol<br>How Coral Reefs Are Formed<br>National Parks - West - Alaska & Hawaii<br>National Parks West - Nevada, California<br>National Parks West - Wyoming, Utah<br>National Parks of the Western Region - Part 1<br>The Amazon Rainforest<br>The Amazon Rainforest - Part 2 - Younger Grades<br>Who Lives On a Coral Reef? |
| <b>INDICATOR</b>                               | <b>SPI.0407.5.2.</b> | Infer the possible reasons why a species became endangered or extinct.<br><br><u>Virtual Field Trips</u><br>Galapagos Islands<br>Galapagos Islands - Espagnol<br>National Parks - West - Alaska & Hawaii   |

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|   |               | The Amazon Rainforest<br>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.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Geography of Our Communities<br>National Parks - West - Alaska & Hawaii<br>National Parks West - Wyoming, Utah<br>National Parks of the Western Region - Part 1                      |
| INDICATOR                               | GLE.0407.7.2. | Evaluate how some earth materials can be used to solve human problems and enhance the quality of life.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Geography of Our Communities<br>National Parks - West - Alaska & Hawaii<br>National Parks of the Western Region - Part 1<br>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.<br><br><u>Virtual Field Trips</u><br>Galapagos Islands<br>Galapagos Islands - Espagnol<br>Grade 3 - Geography of Our Communities<br>National Parks - West - Alaska & Hawaii<br>National Parks West - Wyoming, Utah<br>National Parks of the Western Region - Part 1 |
| INDICATOR                               | 0407.7.2.     | Design an investigation to demonstrate how erosion and deposition change the earth's surface.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Geography of Our Communities<br>National Parks - West - Alaska & Hawaii<br>National Parks West - Wyoming, Utah<br>National Parks of the Western Region - Part 1  |
| INDICATOR                               | 0407.7.3.     | List factors that determine the appropriate use of an earth material.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Geography of Our Communities<br>National Parks of the Western Region - Part 1<br>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.   |

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|  |                      | <u>Virtual Field Trips</u><br>The Amazon Rainforest - Part 2 - Younger Grades  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.7.</b>         | <b>Earth and Space Science: The Earth</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>CS.7.</b>         | 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.   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>GQ.7.</b>         | How is the earth affected by long-term and short term geological cycles and the influence of man?  |
| <b>LEARNING EXPECTATION</b>                    | <b>SPI.0407.7.</b>   | <b>State Performance Indicators</b>  |
| <b>INDICATOR</b>                               | <b>SPI.0407.7.1.</b> | Design a simple model to illustrate how the wind and movement of water alter the earth's surface.<br><br><u>Virtual Field Trips</u><br>Grade 3 - Geography of Our Communities<br>National Parks - West - Alaska & Hawaii<br>National Parks West - Wyoming, Utah<br>National Parks of the Western Region - Part 1   |
| <b>INDICATOR</b>                               | <b>SPI.0407.7.2.</b> | Analyze how different earth materials are utilized to solve human problems or improve the quality of life.<br><br><u>Virtual Field Trips</u><br>Galapagos Islands<br>Galapagos Islands - Espagnol<br>Grade 3 - Geography of Our Communities<br>National Parks - West - Alaska & Hawaii<br>National Parks West - Nevada, California<br>National Parks of the Western Region - Part 1<br>The Amazon Rainforest - Part 2 - Younger Grades |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.8.</b>         | <b>Earth and Space Science: The Atmosphere</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>CS.8.</b>         | The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and global temperature.  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>GQ.8.</b>         | How do the physical characteristics and the chemical makeup of the atmosphere influence surface processes and life on Earth?   |
| <b>LEARNING EXPECTATION</b>                    | <b>GLE.0407.8.</b>   | <b>Grade Level Expectations</b>  |
| <b>INDICATOR</b>                               | <b>GLE.0407.8.2.</b> | Differentiate between weather and climate.<br><br><u>Virtual Field Trips</u><br>National Parks West - Nevada, California<br>The Amazon Rainforest  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.8.</b>         | <b>Earth and Space Science: The Atmosphere</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>CS.8.</b>         | The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and global temperature.  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>GQ.8.</b>         | How do the physical characteristics and the chemical makeup of the atmosphere influence surface processes and life on Earth?   |
| <b>LEARNING EXPECTATION</b>                    | <b>0407.8.</b>       | <b>Checks for Understanding</b>  |
| <b>INDICATOR</b>                               | <b>0407.8.2.</b>     | Use long term weather data to distinguish between weather and climate.<br><br><u>Virtual Field Trips</u><br>National Parks West - Nevada, California<br>The Amazon Rainforest  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.8.</b>         | <b>Earth and Space Science: The Atmosphere</b>   |

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| 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.<br><br><u>Virtual Field Trips</u><br>National Parks West - Nevada, California<br>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.<br><br><u>Virtual Field Trips</u><br>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.<br><br><u>Virtual Field Trips</u><br>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.<br><br><u>Virtual Field Trips</u><br>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.<br><br><u>Virtual Field Trips</u><br>National Parks - West - Alaska & Hawaii |



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| 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.<br><br><u>Virtual Field Trips</u><br>National Parks - West - Alaska & Hawaii |

**Tennessee Academic Standards  
Social Studies**

Grade: 4 - Adopted: 2013

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| 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<br><br><u>Virtual Field Trips</u><br>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)<br><br><u>Virtual Field Trips</u><br>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)<br><br><u>Virtual Field Trips</u><br>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  |

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|  |              | <u>Virtual Field Trips</u><br>Grade 3 - The First Americans  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.4.</b> | <b>The History of America (to 1850)</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    |              | 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.  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | 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)<br><br><u>Virtual Field Trips</u><br>Grade 3 - The First Americans<br>Grade 4 - Southeast Region of the U.S.  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | 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)<br><br><u>Virtual Field Trips</u><br>Grade 3 - The First Americans<br>Grade 4 - Southeast Region of the U.S. |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.4.</b> | <b>The History of America (to 1850)</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    |              | 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.  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | 4.18.        | Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude. (C, E, H)<br><br><u>Virtual Field Trips</u><br>Grade 3 - The First Americans  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | 4.19.        | Locate and label on a map the location of Jamestown, Plymouth, New Netherland , New Sweden, and the Massachusetts Bay Colony. (G)<br><br><u>Virtual Field Trips</u><br>Grade 3 - The First Americans<br>Grade 4 - Southeast Region of the U.S.   |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.4.</b> | <b>The History of America (to 1850)</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    |              | 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.  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | 4.20.        | Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: (C, E, G, TN)   |
| <b>LEARNING EXPECTATION</b>                    | 4.20.2.      | Daniel Boone-Wilderness Road<br><br><u>Virtual Field Trips</u><br>Grade 3 - How The Country Was Settled  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.4.</b> | <b>The History of America (to 1850)</b>  |

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| 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<br><u>Virtual Field Trips</u><br>Grade 3 - The First Americans  |
| LEARNING EXPECTATION                    | 4.23.4. | Taxes on tea<br><u>Virtual Field Trips</u><br>Grade 3 - The First Americans   |
| LEARNING EXPECTATION                    | 4.23.5. | “Taxation without representation“<br><u>Virtual Field Trips</u><br>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)<br><u>Virtual Field Trips</u><br>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)<br><u>Virtual Field Trips</u><br>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<br><u>Virtual Field Trips</u><br>Grade 3 - The First Americans  |
| LEARNING EXPECTATION                    | 4.31.6. | King’s Mountain<br><u>Virtual Field Trips</u><br>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<br><u>Virtual Field Trips</u><br>Grade 3 - How Government Helps Our Communities   |

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| 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<br><br><u>Virtual Field Trips</u><br>Grade 3 - How Government Helps Our Communities<br>Washington, DC - Grades K - 5  |
| LEARNING EXPECTATION                    | 4.41.3. | Branches of government<br><br><u>Virtual Field Trips</u><br>Grade 3 - How Government Helps Our Communities   |
| LEARNING EXPECTATION                    | 4.41.4. | Check and balances<br><br><u>Virtual Field Trips</u><br>Grade 3 - How Government Helps Our Communities<br>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)<br><br><u>Virtual Field Trips</u><br>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)<br><br><u>Virtual Field Trips</u><br>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<br><br><u>Virtual Field Trips</u><br>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   |

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|  |       | rapid growth of slavery in the South after 1800, and the abolition movement to end slavery.   |
| <b>GUIDING QUESTION /<br/>LEARNING EXPECTATION</b> | 4.58. | <p>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)</p> <p><b>Virtual Field Trips</b><br/>Grade 4 - Southeast Region of the U.S.</p> |

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