

## Part I (Extended Response) – 12 points total

	# of items	# of Score Points
<b>Content</b>		8
<ul style="list-style-type: none"> <li>The Americas before Exploration &amp; The Age of Exploration</li> </ul>	1 Extended Response item will be drawn from these standards	
<ul style="list-style-type: none"> <li>Colonization &amp; Independence (1600-1789)</li> </ul>		
<ul style="list-style-type: none"> <li>A New Government</li> </ul>		
<ul style="list-style-type: none"> <li>Early Westward Expansion and the Growth of the New Republic (1790-1850)</li> </ul>		
<b>Literacy</b>		4
<ul style="list-style-type: none"> <li>Literacy in Social Studies</li> </ul>	The 1 Extended Response item listed above will be scored for both content and literacy	
<b>Total</b>	<b>1</b>	<b>12</b>

## Part II (Selected Response) -50 points total

	# of items	% of Part II
<b>Content</b>		
<ul style="list-style-type: none"> <li>The Americas before Exploration &amp; The Age of Exploration</li> </ul>	4-6	7-13%
<ul style="list-style-type: none"> <li>Colonization &amp; Independence (1600-1789)</li> </ul>	21-23	41-47%
<ul style="list-style-type: none"> <li>A New Government</li> </ul>	4-6	7-13%
<ul style="list-style-type: none"> <li>Early Westward Expansion and the Growth of the New Republic (1790-1850)</li> </ul>	18-20	34-40%
<b>Literacy</b>		
<ul style="list-style-type: none"> <li>Literacy in Social Studies</li> </ul>	0	0%
<b>Total</b>	<b>50</b>	<b>100%</b>

## Overall (Part I and Part II) – 62 points total

	# of items	% of Test
<b>Content</b>		<b>90-95%</b>
<ul style="list-style-type: none"> <li>The Americas before Exploration &amp; The Age of Exploration</li> </ul>	4-6	7-13%
<ul style="list-style-type: none"> <li>Colonization &amp; Independence (1600-1789)</li> </ul>	21-23	41-47%
<ul style="list-style-type: none"> <li>A New Government</li> </ul>	4-6	7-13%
<ul style="list-style-type: none"> <li>Early Westward Expansion and the Growth of the New Republic (1790-1850)</li> </ul>	18-20	34-40%
<b>Literacy</b>		
<ul style="list-style-type: none"> <li>Literacy in Social Studies</li> </ul>	1	<b>5-10%</b>
<b>Total</b>	<b>51</b>	<b>100%</b>

### **Additional Notes:**

\*Part I will consist of an extended response item which will ask students to write an essay based on stimuli such as maps, primary source documents and informational texts. These items will be scored using the rubrics that were created by Tennessee teachers and content area experts, and based on scoring guidelines established by teachers during the rangefinding process.

\*Part II will consist of 60 selected response items. 50 of these items will be operational items that will be scored, and will be worth 1 point each. 10 items will be field test items for use on future forms and will not be factored into student scores.

\*The assessment will have 62 score points total. The Part I extended response item is worth 12 points, with 8 based on content and 4 based on literacy. Part II consists of 50 operational selected response items that are worth 1 point each, for a total of 50 points. Students will receive 1 comprehensive score that includes information about their performance on both parts of the assessment.

View Full Blueprint at: <https://www.tn.gov/education/topic/social-studies-assessment>



# 4<sup>th</sup> Grade Social Studies Curriculum Map & Assessment Guide

JMCSS DEPARTMENT OF CURRICULUM & INSTRUCTION

## First Quarter

**Before Exploration, Age of Exploration, and Settling the Colonies:** Students describe the legacy and cultures of the major indigenous settlements of Tennessee. Students trace the routes of early explorers and describe the early explorations of the Americas. Also, they describe the cooperation and conflict that existed among American Indians and between the Indian nations and the new settlers. Finally, they will understand the political, religious, social, and economic institutions that evolved in the colonial era. The purpose of fourth grade social studies is to give students their first concentrated study of the formative years of United States and Tennessee history, utilizing primary source documents, geographic tools, research, analysis, and critical thinking.

### On-Going Standards

### State Assessment

Honor the U.S. Constitution and recognize its significance and purpose.

Constitution Day-September 17<sup>th</sup>

Federal Mandate: <http://www2.ed.gov/policy/fund/guid/constitutionday.html>

36 U.S.C ode 106<http://www.law.cornell.edu/uscode/text/36/106>

Increase historical vocabulary knowledge and use terms correctly.

Use ELA skills for best practices in studying history and geography.

Use technology to enhance the learning and best practices for studying history and geography.

**Part I**  
**Note:** In response to feedback from educators, extended response items for the 2015-16 assessment will be drawn from the first 50% of all 4th grade standards.

**Part II**  
**Note:** It was determined that the following standards at this grade level will not be assessed via selected response. As a result they are not included in the above Part II blueprint, but still represent important



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		<p><b>content for students to master. Standards in bold can be assessed via extended response on Part I : 4.3, 4.9, 4.14, 4.15, 4.16, 4.25, 4.32, 4.33, 4.42, 4.46, 4.52, 4.53, 4.63, 4.64, 4.66, 4.68</b></p>
<b>Tennessee State Standards</b>	<b>Part I</b>	<b>Part II</b>
<b><u>Before Exploration Standards</u></b>		
<p>4.SS.1 Describe the legacy and cultures of the major indigenous settlements in Tennessee including the Paleo, Archaic, Woodland, and Mississippian:</p> <ul style="list-style-type: none"> <li>• Coats-Hines Site</li> <li>• Pinson Mounds</li> <li>• Old Stone Fort</li> <li>• Chucalissa Indian Village</li> </ul>	X	X
<p>4.SS.2 Analyze religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, and Chickasaw, including:</p> <ul style="list-style-type: none"> <li>• Principal Chief</li> </ul>		X



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<ul style="list-style-type: none"> <li>• summer and winter homes</li> <li>• Beloved Woman</li> <li>• recreation</li> <li>• clans</li> <li>• maternal designations</li> </ul> <p>*correlates with art 4.. *correlates with music 4.MU.9.1.2 re: characteristics of cultures within a musical context</p> <p style="text-align: center;"><b><u>Age of Exploration Standards</u></b></p> <p>4.SS.4 Trace the routes of early explorers and describe the early explorations of the Americas, including:</p> <ul style="list-style-type: none"> <li>• Christopher Columbus</li> <li>• Ferdinand Magellan</li> <li>• Amerigo Vespucci</li> <li>• Robert de La Salle</li> <li>• Hernando de Soto</li> <li>• Henry Hudson</li> <li>• Jacques Cartier</li> </ul> <p>4.SS.3 Create a visual display using multiple forms of media to identify with pictures geographic terms including bluffs, swamps, isthmus, gulf, sea, bay, and cape.</p> <p>4.SS.5 Analyze the impact of exploration and settlement on the indigenous peoples and the environment, including military campaigns, Columbian Exchange, and European agricultural practices.</p> <p>4.SS.6 Create a graphic organizer identifying the five different countries [France, Spain, Portugal, England, and the Netherlands] that influenced different regions of the present United States at the time the New World was being explored, and describe how their influence can be traced to place names [i.e. Hudson River, Strait of Magellan, Amerigo Vespucci [America], etc.].</p> <p>4.SS.7 Summarize the failure of the lost colony of Roanoke and theorize what happened.</p>		<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>
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<p>4.SS.8 Describe the early competition between European nations for control of North America and locate the colonization efforts of the English, Dutch, French, and Spanish on a map.</p>		X
<p><b><u>Colonial America Standards</u></b></p>		
<p>4.SS.18 Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude.</p>		X
<p>4.SS.19 Locate and label on a map the location of Jamestown, Plymouth, New Netherland, New Sweden, and the Massachusetts Bay Colony.</p>		X
<p>4.SS.13 Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns.</p>		X
<p>4.SS.17 Describe the major religious tenets of the earliest colonies, including:</p> <ul style="list-style-type: none"> <li>• Puritanism in Massachusetts</li> <li>• Quakerism in Pennsylvania</li> </ul>		X
<p><b>Corresponding Baseline Literacy Module</b></p>		
<p><a href="http://www.jmcss.org/pages/JMCSS/Departments/Curriculum/Resources/BLM/4th/SocialStudies/Module1">http://www.jmcss.org/pages/JMCSS/Departments/Curriculum/Resources/BLM/4th/SocialStudies/Module1</a></p>		



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## Second Quarter

**Colonial America and the War for Independence:** Students explain the causes, course, and consequences of the American Revolution and the foundations of the future state of Tennessee. They will study the early development of democratic institutions, including the ideas and events that led to the independence of the original thirteen colonies. In addition, they will examine the history of Tennessee parallel to the development of the United States and how our state impacted our nation and the world. They will continue to learn the political, religious, social, and economic institutions that evolved in the colonial era. The continued purpose of fourth grade social studies is to give students their first concentrated study of the formative years of United States and Tennessee history, utilizing primary source documents, geographic tools, research, analysis, and critical thinking.

### On-Going Standards

### State Assessment

- Honor the U.S. Constitution and recognize its significance and purpose.
- Increase historical vocabulary knowledge and use terms correctly.
- Use ELA skills for best practices in studying history and geography.
- Use technology to enhance the learning and best practices for studying history and geography.

**Part I**  
**Note:** In response to feedback from educators, extended response items for the 2015-16 assessment will be drawn from the first 50% of all 4th grade standards.

**Part II**  
**Note:** It was determined that the following standards at this grade level will not be assessed via selected response. As a result they are not included in the above Part II blueprint, but still represent





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		<p><b>important content for students to master. Standards in bold can be assessed via extended response on Part I : 4.3, 4.9, 4.14, 4.15, 4.16, 4.25, 4.32, 4.33, 4.42, 4.46, 4.52, 4.53, 4.63, 4.64, 4.66, 4.68</b></p>
<b>Tennessee State Standards</b>	<b>Part I</b>	<b>Part II</b>
<p style="text-align: center;"><b><u>Colonial America Standards cont'd</u></b></p> <p>4.SS.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> <p>4.SS.15 Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era.</p> <p>4.SS.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:</p>	X	





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<ul style="list-style-type: none"> <li>• Lord Baltimore, Maryland</li> <li>• John Smith, Virginia</li> <li>• Roger Williams, Rhode Island</li> <li>• John Winthrop, Massachusetts</li> <li>• William Bradford, Plymouth</li> <li>• James Oglethorpe, Georgia</li> <li>• William Penn, Pennsylvania</li> </ul> <p>4.SS.9 Compare and contrast the differing views of American Indians and colonists on ownership or use of land and the conflicts between them, including the Pequot and King Philip’s Wars in New England.</p> <p>A4.SS.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.</p> <p>4.SS.11 Describe the conflicts between Indian nations, including the competing claims for control of land and actions of the Iroquois and Huron.</p> <p>4.SS.12 Analyze the factors that led to the defeat of the American Indians, including the resistance of Indian nations to encroachment and the effects on native culture.</p> <p>4.SS.22 Describe the causes, course, and consequences of the French and Indian War, including the massacre at Fort Loudoun.</p> <p>4.SS.20 Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including:</p> <ul style="list-style-type: none"> <li>• long hunters</li> <li>• Daniel Boone-Wilderness Road</li> <li>• Thomas Sharpe Spencer</li> <li>• William Bean</li> <li>• Dr. Thomas Walker</li> </ul> <p style="text-align: center;"><b><u>The War for Independence Standards</u></b></p>		<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>
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<p>4.SS.21 Describe the various contributions made by Benjamin Franklin to the development of a unique American society, including his scientific experiments and inventions, the development of the Albany Plan and the Join or Die political cartoon.</p>		X
<p>4.SS.23 Explain how political, religious, and economic ideas and interests brought about the Revolution, including:</p> <ul style="list-style-type: none"> <li>• resistance to imperial policy [Proclamation of 1763]</li> <li>• the Stamp Act</li> <li>• the Townshend Acts</li> <li>• taxes on tea</li> <li>• “taxation without representation”</li> <li>• Coercive Acts</li> </ul>		X
<p>4.SS.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.</p>		X
<p>4.SS.26 Describe the significance of the First and Second Continental Congresses and of the Committees of Correspondence.</p>		X
<p>4.SS.27 Compare and contrast first and second-hand accounts of Paul Revere’s “midnight ride.”</p>		
<p>4.SS.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 government.</p>		X
<p>4.SS.29 Analyze the influences of key leaders during this period, including:</p> <ul style="list-style-type: none"> <li>• Patrick Henry</li> <li>• Alexander Hamilton</li> <li>• Thomas Jefferson</li> <li>• George Washington</li> <li>• Benjamin Franklin</li> <li>• Thomas Paine</li> <li>• John Adams</li> <li>• Sam Adams</li> </ul>		X



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<ul style="list-style-type: none"> <li>• John Hancock</li> <li>• Benedict Arnold</li> </ul> <p>4.SS.30 Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution.</p> <p>4.SS.31 Locate and identify the major military battles, campaigns, and turning points of the American Revolution, including: Lexington and Concord</p> <ul style="list-style-type: none"> <li>• Bunker [Breed’s] Hill</li> <li>• Valley Forge</li> <li>• Princeton and Trenton</li> <li>• Saratoga</li> <li>• King’s Mountain</li> <li>• Yorktown</li> </ul> <p>4.SS.32 Draw evidence from informational text summarizing the contributions of France and certain individuals to the outcome of the American Revolution including the Marquis de Lafayette, Kósciuszko, and Baron von Steuben.</p> <p>4.SS.33 Write an opinion piece with supporting details contrasting how the ideals set forth in the Declaration of Independence clashed with the existence of slavery.</p> <p>4.SS.35 Integrate evidence from several texts describing the different roles women played during the Revolution including Abigail Adams, Molly Pitcher, Phyllis Wheatley, and Mercy Otis Warren.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
<p><b>Corresponding Baseline Literacy Module</b></p>		
<p><a href="http://www.jmcss.org/pages/JMCSS/Departments/Curriculum/Resources/BLM/4th/SocialStudies/Module2">http://www.jmcss.org/pages/JMCSS/Departments/Curriculum/Resources/BLM/4th/SocialStudies/Module2</a></p>		



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## Third Quarter

**Economics and Culture Basics and the Economics, Geography, Culture, and Governments of South America, Europe, and Australia:** Students will explore the production, distribution, and consumption of goods and services on a local and global scale. Students will analyze the impact of physical and human geography on cultures in times past and present in South America, Europe, and Australia. They will recognize the contributions of famous individuals from various ethnic, racial, religious, and socioeconomic groups to the development of civilizations around the world. They will evaluate evidence to develop comparative and causal analyses in order to interpret primary sources and informational text.

### On-Going Standards

### State Assessment

- Honor the U.S. Constitution and recognize its significance and purpose.
- Increase historical vocabulary knowledge and use terms correctly.
- Use ELA skills for best practices in studying history and geography.
- Use technology to enhance the learning and best practices for studying history and geography.

**Part I**  
**Note: In response to feedback from educators, extended response items for the 2015-16 assessment will be drawn from the first 50% of all 4th grade standards.**

**Part II**  
**Note: It was determined that the following standards at this grade level will not be assessed via selected response. As a result they are not included in the above Part II blueprint, but still represent important**



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		<p><b>content for students to master. Standards in bold can be assessed via extended response on Part I : 4.3, 4.9, 4.14, 4.15, 4.16, 4.25, 4.32, 4.33, 4.42, 4.46, 4.52, 4.53, 4.63, 4.64, 4.66, 4.68</b></p>
<b>Tennessee State Standards</b>	<b>Part I</b>	<b>Part II</b>
<b><u>Economics and Culture Standards</u></b>		
3.SS.10 Trace the development of a product from its natural resource state to a finished product.		X
3.SS.11 Analyze how natural resources have impacted the economy of each region and their connections to global trade. *correlates with science *correlates with art 3.		X
3.SS.23 Identify examples of scarcity in and around specific regions.		X
3.SS.24 Interpret a chart, graph, or resource map of major imports and exports.		X
3.SS.25 Define supply and demand and describe how changes in supply and demand affect prices of specific products. .	X	



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<p>3.SS.26 Describe how goods and services are exchanged on local, regional, and international levels including transportation methods and bartering and monetary exchange.</p>		X
<p><b><u>South America Standards</u></b></p>		
<p>3.SS.33 Identify on a map major countries of the continent. *correlates with Social Studies 3.SS.3.</p>	X	
<p>3.SS.34 Identify major physical features of the continent.</p>		X
<p>3.SS.35 Identify examples of scarcity in and around specific regions. *correlates with Social Studies 3.SS.23.</p>	X	X
<p>3.SS.36 Interpret a chart, graph, or resource map of major imports and exports. *correlates with Social Studies 3.SS.24.</p>		X
<p>3.SS.38 Summarize the differences between a dictatorship and democratic forms of government.</p>	X	
<p><b><u>Europe Standards</u></b></p>		
<p>3.SS.41 Identify on a map major countries of the continent. *correlates with Social Studies 3.SS.3. *connects with music *connects with Q1 music 3.SS.42 Identify major physical features of the continent</p>		X
<p>3.SS.45 Compare and contrast a monarchy and democratic forms of government. *correlates with Social Studies 3.SS.38.</p>		X
<p>3.SS.12 Discuss how unique weather forces impact the geography and population of a region or continent.</p>		X
<p>3.SS.43 Identify examples of scarcity in and around specific regions.</p>		X
<p>3.SS.44 Interpret a chart, graph, or resource map of major imports and exports.</p>		X
<p><b><u>Australia Standards</u></b></p>		
	X	



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3.SS.53 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music.		
3.SS.54 Use information gained from timelines, primary sources and informational text to identify major historical people, events and patterns.		X
3.SS.55 Identify the Great Barrier Reef, New Zealand, Ayers Rock, and Tasmania.		X
3.SS.56 Interpret a chart, graph, or resource map of major imports and exports.		X
<b>Corresponding Baseline Literacy Module</b>		
<a href="http://www.jmcss.org/pages/JMCSS/Departments/Curriculum/Resources/BLM/4th/SocialStudies/Module3">http://www.jmcss.org/pages/JMCSS/Departments/Curriculum/Resources/BLM/4th/SocialStudies/Module3</a>		

## Fourth Quarter

**Growth of the Republic:** Students describe the emergence of a fledgling industrial economy. Also, they describe rapid growth of slavery in the South after 1800, and the abolition movement to end slavery in the United States and Tennessee. The continued purpose of fourth grade social studies is to give students their first concentrated study of the formative years of United States and Tennessee history, utilizing primary source documents, geographic tools, research, analysis, and critical thinking.

On-Going Standards	State Assessment	
Honor the U.S. Constitution and recognize its significance and purpose.	Part I Note: In response to feedback from educators, extended response	Part II Note: It was determined that the following standards at this grade level will not
Increase historical vocabulary knowledge and use terms correctly.		
Use ELA skills for best practices in studying history and geography.		
Use technology to enhance the learning and best practices for studying history and geography.		





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	<p>items for the 2015-16 assessment will be drawn from the first 50% of all 4<sup>th</sup> grade standards.</p>	<p>be assessed via selected response. As a result they are not included in the above Part II blueprint, but still represent important content for students to master. Standards in bold can be assessed via extended response on Part I : 4.3, 4.9, 4.14, 4.15, 4.16, 4.25, 4.32, 4.33, 4.42, 4.46, 4.52, 4.53, 4.63, 4.64, 4.66, 4.68</p>
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Tennessee State Standards	Part I	Part II
<b><u>The Growth of The Republic Standards</u></b>		
<p>4.SS.57 Analyze and describe the factors of the Industrial Revolution occurring in the United States and in Tennessee, including:</p> <ul style="list-style-type: none"> <li>• Samuel Slater-factory system</li> <li>• watermills-influence of geography</li> <li>• Fulton-steamboats</li> <li>• Eli Whitney-cotton gin</li> </ul>		X
<p>4.SS.58 Explain the expansion of the plantation system and slavery as the demand for cotton production grew and the impact of the cotton gin.</p>		X
<p>4.SS.59 Contrast the emerging urbanization in the North with the agricultural South and the developing West.</p>		X
<p>4.SS.60 Describe and explain the contributions of Virginia Hill and Free Hill, Tennessee, Frances Wright and Nashoba, and Elihu Embree and their efforts to abolish slavery in Tennessee.</p>		X
<p>4.SS.61 Describe the characteristics of slave life on plantations across the South. *correlates with art re: slave quilts as tools for communication. *correlates with music 4.MU.9.1.2 re: African American spirituals.</p>		X
<p>4.SS.65 Identify prominent people and reform movements in the United States during the mid-19th century, including:</p> <ul style="list-style-type: none"> <li>• Dorothea Dix and her quest for prison reform and help for the mentally ill</li> <li>• Horace Mann and public education</li> <li>• Nat Turner and his resistance to enslavement</li> <li>• Frederick Douglass and William Lloyd Garrison and the abolition of slavery</li> </ul>		X
<p>4.SS.55 Describe the major events in Jackson’s presidency, including the corrupt bargain, the Indian Removal Act, reducing the national debt, preserving the union, and abolishing the national bank.</p>		X
<p>4.SS.56 Analyze the impact of the Indian Removal Act on the Cherokee, detail their resistance to being removed, and map the movement west, including: ☐ Treaty of New Echota ☐ John Ross ☐ Trail of Tears</p>		X



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<p>4.SS.54 Describe and explain the contributions of Sequoyah.</p> <p>4.SS.62 Using informational texts, explain the fight for Texas independence against Mexico and the contributions of Tennesseans Sam Houston and David Crockett.</p> <p>4.SS.63 Conduct a short research project detailing the surprise nomination and election of James K. Polk and list his accomplishments in office including Texas statehood, territorial expansion, and one term promise.</p> <p>4.SS.64 Cite evidence from informational texts explaining the causes, course, and consequences of the Mexican War, including Winfield Scott, Zachary Taylor, and Mexican session.</p> <p>4.SS.66 Write an expository piece describing the search for gold in California and its impact.</p> <p>4.SS.67 Explain the events, political debate, and outcome of the Compromise of 1850 and the Kansas and Nebraska Act.</p> <p>4.SS.68 Create a visual display using multiple forms of media to name the states and territories that existed in 1850, their locations, and major geographical features, including mountain ranges, principal rivers, and dominant plant regions.</p>		<p>X</p> <p>X</p> <p>X</p>
<p><b>Corresponding Baseline Literacy Module</b></p>		
<p><a href="http://www.jmcss.org/pages/JMCSS/Departments/Curriculum/Resources/BLM/4th/SocialStudies/Module4">http://www.jmcss.org/pages/JMCSS/Departments/Curriculum/Resources/BLM/4th/SocialStudies/Module4</a></p>		