

BTTP - Grade 4

Life Science Standards:

Students develop an understanding of the diversity of past and present organisms, factors impacting organism diversity, and evidence of change of organisms over time.

Core Ideas:

- L1: Organisms are organized on a cellular basis and have a finite
- L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms
- L3: Genetic information is passed down from one generation of organisms to another.
- L4: The unity and diversity of organisms, living and extinct, is the result of evolution.

Standards:

4.L4U.11 - *Analyze and interpret environmental data to demonstrate that species either adapt and survive or go extinct over time.*

Earth and Space Science Standards:

Students develop an understanding of how the Sun provides light and energy for Earth systems.

Core Ideas:

- E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.

Standards:

4.E1U1.6 - *Plan and carry out an investigation to explore and explain the interactions between Earth's major systems and the impact on Earth's surface materials and processes.*

4.E1U3.9 - *Construct and support an evidence-based argument about the availability of water and its impact on life.*

Social Studies Standards - Communities: Living and Working Together

The content areas of civics, economics, geography, history, and disciplinary skills and processes.

Standards:

Skills and Processes

4.SP1.1 - *Create and use a chronological sequence of related events to compare developments that happened at the same time.*

4.SP1.2 - *Compare life in specific historical time periods to life today.*

4.SP1.3 - *Generate questions about individuals and groups who have shaped significant historical events. •Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans.*

4.SP2.2 - *Explain connections among historical contexts and people's perspectives at the time.*

4.SP3.1 - *Develop questions about events and developments in the Americas.*

4.SP3.2 - *Compare information provided by different sources about events and developments in the Americas.*

4.SP3.3 - *Generate questions about multiple sources and their relationships to events and developments in the Americas.*

4.SP4.1 - *Explain probable causes and effects of events and developments*

Economics:

4.E2.1 - *Examine concepts of scarcity, choice, opportunity cost, and risk. •Key concepts include but are not limited to nomadic and sedentary societies*

4.E3.1 - *Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas. •Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians*

Geography:

4. G1.1 - *Use and construct maps and graphs to represent changes in the Americas over time. •Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies.*

4.G2.1 - *Compare the different ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. •Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources*

4.G3.1 - *Explain how the location and use of resources affects human settlement and movement. •Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas.*

4.G4.1 - *Explain the positive and negative effects of increasing economic interdependence on different groups, countries, and new settlements. •Key concepts include but are not limited to trade, mercantilism, and the development of new technologies, and the use of natural resources*

History:

4.H1.1 - *Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas. •Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish European explorers and settlers, and the thirteen colonies*