

CORRELATIONS BETWEEN

THE

WHY AMERICA IS FREE CURRICULUM

AND THE

SOUTH CAROLINA STATE BOARD OF EDUCATION

ACADEMIC STANDARDS

A VALUES THROUGH HISTORY PUBLICATION

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**South Carolina Academic Standards
Social Studies
Grade 4
United States Studies to 1865**

Social studies in grades four and five addresses the history of the United States. The first part of this story, which dates from the exploration of the New World to the end of the Civil War, is the focus for grade four. Students study the contributions of Native Americans, the exploration and settlement by the Europeans, the beginnings of the United States as a nation, the westward expansion and its implications, and the problems that tore the nation apart and created a civil war. Students also explore the documents, people, and events that have made the United States what it is today.

Instruction should emphasize the elements of social studies literacy: the tools, strategies, and perspectives necessary for understanding the four disciplines addressed in this subject area. The chart in appendix C describes the literacy elements specific to social studies, indicating the grades at which these elements should be introduced and the grades at which a student should be expected to demonstrate the elements. The elements are also apparent in some of the sample activities provided for the indicators.

**GRADE 4
United States Studies to 1865**

Standard 4-1: The student will demonstrate an understanding of the exploration of the New World.

Indicators

4-1.1 Explain the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England, including the competition between nation-states, the expansion of international trade, and the technological advances in shipbuilding and navigation. (E, G, H, P)

- Pre Curriculum

4-1.2 Summarize the motivation and accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Henry Hudson, John Cabot, and Robert LaSalle. (H, E, G)

- Pre Curriculum

4-1.3 Use a map to identify the routes of various sea and land expeditions to the New World and match these to the territories claimed by different nations—including the Spanish dominance in South America and the French, Dutch, and English exploration in North America—and summarize the discoveries associated with these expeditions. (G, H)

- Pre Curriculum and reinforced in Social Studies, Chapter 4, 13, 18

4-1.4 Explain the exchange of plant life, animal life, and disease that resulted from exploration of the New World, including the introduction of wheat, rice, coffee, horses, pigs, cows, and chickens to the Americas; the introduction of corn, potatoes, peanuts, and squash to Europe; and the effects of such diseases as diphtheria, measles, smallpox, and malaria on Native Americans. (G, H, E)

- Pre Curriculum and reinforced in Social Studies Chapter 1, 3, 5

Standard 4-2: The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

Indicators

4-2.1 Use the land bridge theory to summarize and illustrate the spread of Native American populations. (G, H)

- Pre Curriculum

4-2.2 Compare the everyday life, physical environment, and culture of the major Native American cultural groupings, including Eastern Woodlands, Southeastern, Plains, Southwestern, and Pacific Northwestern. (G, H)

- Pre Curriculum

4-2.3 Identify the English, Spanish, and French colonies in North America and summarize the motivations for the settlement of these colonies, including freedom of worship, and economic opportunity. (H, G, E)

- Pre Curriculum and reinforced in Social Studies Chapters 4, 13 and 18; maps; Supplemental Materials

4-2.4 Compare the European settlements in North America in terms of their economic activities, religious emphasis, government, and lifestyles. (H, G, E, P)

- Pre Curriculum and reinforced in Social Studies Chapters 4, 13 and 18

4-2.5 Summarize the introduction and establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage; and the types of goods—rice, indigo, sugar, tobacco, and rum, for example—that were exchanged among the West Indies, Europe, and the Americas. (E, H, G, P)

- Pre Curriculum and reinforced in Social Studies Introduction and Chapters 11, 16, 17; Language Arts *Reading List*, Lesson Plans 5, 6 and 9

4-2.6 Explain the impact of indentured servitude and slavery on life in the New World and the contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages. (H, E)

- Pre Curriculum and reinforced in Social Studies Introduction, 11,16 and 17; Language Arts *Reading List*, Lesson plans 5, 6 and 9; Patriots Day Evening Reception

4-2.7 Explain how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian Wars, slave revolts, Native American wars, and trade. (H, G, P, E) example—that were exchanged among the West Indies, Europe, and the Americas. (E, H, G, P)

- Pre Curriculum and reinforced in Social Studies Introduction, 1, 5, 11, 16, 17, 18; Language Arts *Reading List*, Lesson plans 1, 6 and 9; Science – *Benjamin Banneker*

Standard 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England.

Indicators

4-3.1 Explain the political and economic factors leading to the American Revolution, including the French and Indian War; British colonial policies such as the Stamp Act, the Tea Act, and the so-called Intolerable Acts; and the American colonists' early resistance through boycotts, congresses, and petitions. (E, P, H)

- Social Studies – Introduction, Chapters 1-9
- Social Studies – Supplemental Materials,
- Social Studies – *Battle Road* CD
- Social Studies – *Book of Heroes*
- Language Arts – *Reading List*
- Journal Writing, Lesson plans 1, 2, 3, 4, 5
- Patriots Day
- PE – *Revere Dawes Relay*, colonial games
- Music – songs, fife and drum
- Art – *Colonial Artists and their Subjects* CD and slides
- Math – word problems
- Science – *The Enlightenment, Moral Philosophy* (Thinking like an 18th Century Social Scientist)
- Science – *Introduction to Science* CD

4-3.2 Summarize the roles of principal American, British, and European leaders involved in the conflict, including King George III, George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and the Marquis de Lafayette. (H, P)

- Social Studies Chapters 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17,18 and 19

- Social Studies – *Book of Heroes*
- Social Studies – Supplemental Materials
- Language Arts – *Reading List*
- Language Arts – Lesson plans 1, 2, 3, 4, 6, 7, 8
- Art – Colonial Artists and their Subjects Reinforced
- Expanded in Science: *Benjamin Franklin and Electricity*, *Thomas Jefferson the Scientist*
- Math – word problems

4-3.3 Explain the major ideas and philosophies of government reflected in the Declaration of Independence. (P, H)

- Social Studies Introduction, Chapters 1 - 8
- Science – *The Enlightenment*, *Moral Philosophy* (Thinking like an 18th Century Social Scientist)
- Science – *Introduction to Science* CD

4-3.4 Summarize the events and key battles of the Revolutionary War, including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown. (G, H)

- Social Studies Chapters 9 – 15
- Social Studies – Maps
- Social Studies – Supplemental Materials,
- Social Studies – *Battle Road* CD
- Music – Yankee Doodle
- Language Arts – *Reading List*
- Language Arts – Lesson plans 4, 5, 7, 9
- Science – *Meet Pac Puggy*
- Math – Word problems

4-3.5 Explain how the aid received from France, the Netherlands, and the alliances with Native American nations contributed to the American victory in the Revolutionary War. (H, G)

- Social Studies Chapters 13, 14, 15
- Social Studies – Supplemental Materials
- Social Studies – *Book of Heroes*
- Language Arts *Reading List*
- Patriots Day

4-3.6 Compare the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem. (H, P)

- Social Studies Chapters 8 -19
- Social Studies – *Book of Heroes*

- Language Arts – *Reading List*
- Patriots Day

4-3.7 Explain the effects of the American Revolution on African Americans and Native Americans, including how the war affected attitudes about slavery and contributed to the inclusion of abolition in early state constitutions and how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 that were developed by Congress influenced the future of Native Americans. (H, P, G)

- Social Studies Chapters 17-19 and Post Curriculum

Standard 4-4: The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

Indicators

4-4.1 Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in the national congress. (P, H)

- Social Studies Chapters 16 – 18
- Patriots Day performances

4-4.2 Classify government activities according to the three branches of government established by the United States Constitution and give examples of the checks and balances that the Constitution provides among the branches. (P, H)

- Social Studies Chapter 17
- Language Arts – Journal Writing

4-4.3 Explain the role of the Bill of Rights in the ratification of the Constitution, including how the Constitution serves to guarantee the rights of the individual and protect the common good yet also to limit the powers of government. (P, H)

- Social Studies Chapter 18

4-4.4 Compare the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison. (H, P)

- Social Studies Chapters 9 – 18
- Social Studies Supplemental Materials
- Social Studies – Maps
- Social Studies – *Book of Heroes*
- Language Arts – *Reading List*
- Language Arts, Lesson plan 8

4-4.5 Provide examples of how American constitutional democracy places important responsibilities on citizens to take an active role in the civil process. (P, H)

- Social Studies Introduction, Chapters 16 – 19
- Language Arts – Journal Writing

4-4.6 Illustrate how the ideals of equality as described in the Declaration of Independence were slow to take hold as evident in the Three-Fifths Compromise and the Fugitive Slave Acts. (P, H)

- Social Studies Chapters 17, 18
- Social Studies – Supplemental Materials
- Language Arts – Journal Writing

4-4.7 Compare the social and economic differences of the two political parties that began to form in the 1790s, led by Alexander Hamilton and Thomas Jefferson. (H, P, E)

- Social Studies Chapter 18

Standard 4-5: The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

Indicators

4-5.1 Summarize the major expeditions and explorations that played a role in westward expansion—including those of Daniel Boone, Lewis and Clark, and Zebulon Pike—and compare the geographic features of areas explored. (G, H)

- Post Curriculum

4-5.2 Explain the motives for the exploration in the West and the push for westward expansion, including the concept of manifest destiny, economic opportunities in trade, and the availability of rich land. (G, E, H)

- Post Curriculum

4-5.3 Summarize the events that led to key territorial acquisitions—including the Louisiana Purchase, the Florida Purchase, the Northwest Territory treaty, the annexation of Texas, and the Mexican Cession—as well as the motives for these acquisitions and the location and geographic features of the lands acquired. (G, E, H)

- Post Curriculum

4-5.4 Explain how territorial expansion and related land policies affected Native Americans, including their resistance to Americans' taking over the land,

breaking treaties, and massacring the Native American people; the Indian Removal Act of 1830; and the Seminole Wars. (H, G, E)

- Post Curriculum

4-5.5 Use a map to illustrate patterns of migration and trade during the period of westward expansion, including the Santa Fe and the Oregon trails. (G, E, H)

- Post Curriculum

4-5.6 Compare the experiences of different groups who migrated and settled in the West, including their reasons for migrating, their experiences on the trails and at their destinations, the cooperation and conflict between and among the different groups, and the nature of their daily lives. (H, G, E)

- Post Curriculum

4-5.7 Explain how specific legislation and events affected the institution of slavery in the territories, including the Northwest Ordinance of 1787, the Missouri Compromise, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision. (H, G)

- Post Curriculum

Standard 4-5: The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

Indicators

4-5.1 Summarize the major expeditions and explorations that played a role in westward expansion—including those of Daniel Boone, Lewis and Clark, and Zebulon Pike—and compare the geographic features of areas explored. (G, H)

- Post Curriculum

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- Post Curriculum

South Carolina Academic Standards Grade 4 Overview

READING

In the fourth grade, students continue using the reading skills they have acquired in the earlier grades to comprehend more challenging texts. They read a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. Students respond to literary and informational texts in a variety of ways. They begin to examine how an author uses words to convey meaning, how the structure of a text supports meaning, and how the graphic features included in a text aid the reader's understanding. Students make connections among their personal experiences, the texts they read, and the world.

Fourth graders continue to develop vocabulary strategies and word analysis skills. The vocabulary students acquire through reading transfers to their oral and written communication. They write for various audiences to inform, to describe, and to entertain. They continue to plan, draft, revise, and edit narrative, descriptive, and informational writing. Students pay attention to the content and development, the organization, the quality of voice, and the correct use of Standard American English in their written works.

Students in the fourth grade are actively involved in gathering information about topics that are relevant to their lives through reading, oral communication, and research. They access information by using print and electronic reference materials. Students create a list of the sources they use and demonstrate in their writing a clear distinction between their own ideas and the ideas of others.

Grade 4

READING

Understanding and Using Literary Texts

Standard 4-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade four read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, picture books, folktales, legends, fables, tall tales, and myths. In the category of literary nonfiction, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

4-1.1 Analyze literary texts to draw conclusions and make inferences.

- Language Arts – *Reading Lists*
- Language Arts – 18th C Journals, Lesson plans 2, 4, 6, 7
- Social Studies – Why America is Free text
- Social Studies – *Book of Heroes* research

4-1.2 Distinguish between first-person and third-person points of view.

- Language Arts – *Reading Lists*
- Language Arts – 18th C Journals, Lesson plans 2, 4, 6, 7
- Social Studies – Why America is Free text
- Social Studies – *Book of Heroes* research

4-1.3 Exemplify devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).

- Language Arts – Journal Writing, Lesson plans 2, 4, 6
- Social Studies Why America is Free text

4-1.4 Understand characterization and its impact on conflict as the basis of plot.

- Language Arts – *Reading List*

4-1.5 Understand the effect of an author’s craft—such as word choice, sentence structure, the use of figurative language, and the use of dialogue—on the meaning of literary texts.

- Language Arts – *Reading List*
- Language Arts – Lesson plans 1, 4

4-1.6 Analyze the details that support the expression of the main idea in a given literary text.

- Language Arts – *Reading List*, Lesson plans 1, 3, 4, 5, 6, 7, 8, 9
- Language Arts – Journal Writing
- Social Studies – Why America is Free text
- Social Studies – *Book of Heroes* research and reports

4-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.

- Language Arts – *Reading List*, Lesson plans 1, 3, 4, 5, 6, 7, 8, 9

- Language Arts – Journal Writing
- Social Studies – Why America is Free text,
- Social Studies – *Book of Heroes* research and reports
- Patriots Day performances
- Art – 18th C Self portraits

4-1.8 Carry out independent reading for extended periods of time to derive pleasure.

- Language Arts – *Reading List*

4-1.9 Exemplify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays).

- Language Arts – *Reading List*, Lesson plans 1, 3, 4, 5, 6, 7, 8, 9
- Language Arts – Journal Writing
- Social Studies – Why America is Free text
- Social Studies – *Book of Heroes* research and reports

4-1.10 Understand the characteristics of poetry (including stanzas, rhyme, and the use of repetition).

- Language Arts – *Reading List*, Lesson plans 4, 6
- Music – Songs of the American Revolution, Yankee Doodle

Grade 4

READING

Understanding and Using Informational Texts

Standard 4-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade four read informational (expository/persuasive/argumentative) texts of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

4-2.1 Summarize evidence that supports the central idea of a given informational text.

- Language Arts – *Reading List*
- Social Studies – Why America is Free textbook
- Social Studies – *Book of Heroes* research and reports
- Science – Animal Classification
- Science – *Peale's Museum*

4-2.2 Analyze informational texts to draw conclusions and make inferences.

- Language Arts – *Reading List*
- Social Studies – Why America is Free textbook
- Social Studies – *Book of Heroes* research and reports
- Science – Animal Classification
- Science – *Peale's Museum*

4-2.3 Analyze informational texts to locate and identify facts and opinions.

- Language Arts – *Reading List*
- Social Studies – Why America is Free textbook
- Social Studies – *Book of Heroes* research and reports
- Science – Animal Classification
- Science – *Peale's Museum*

4-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.

- Language Arts – *Reading List*
- Social Studies – Why America is Free textbook
- Social Studies – *Book of Heroes* research and reports
- Science – Animal Classification
- Science – *Peale's Museum*

4-2.5 Carry out independent reading for extended periods of time to gain information.

- Language Arts – *Reading List*
- Social Studies – Why America is Free textbook
- Social Studies – *Book of Heroes* research and reports
- Science – Animal Classification
- Science – *Benjamin Franklin and Electricity*
- Science – *Peale's Museum*

4-2.6 Understand that headings, subheadings, print styles, white space, captions, and chapter headings provide information to the reader.

- Language Arts – *Reading List*
- Social Studies – Why America is Free textbook

- Social Studies – *Book of Heroes* research and reports
- Science – Animal Classification
- Science – *Benjamin Franklin and Electricity*
- *Peale’s Museum*

4-2.7 Use graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers as sources of information.

- Language Arts – *Reading List*
- Social Studies – Why America is Free textbook
- Social Studies – *Book of Heroes* research and reports
- Science – Animal Classification
- Science – *Benjamin Franklin and Electricity*
- *Peale’s Museum*
- Patriots Day performance

4-2.8 Use functional text features (including tables of contents, glossaries, indexes, and appendixes).

- Language Arts – *Reading List*
- Social Studies – Why America is Free textbook
- Social Studies – *Book of Heroes* research and reports
- Science – Animal Classification
- Science – *Benjamin Franklin and Electricity*
- *Peale’s Museum*

4-2.9 Analyze informational texts to identify cause-and-effect relationships.

- Language Arts – *Reading List*
- Social Studies – Why America is Free textbook
- Social Studies – *Book of Heroes* research and reports
- Science – Animal Classification
- Science – *Benjamin Franklin and Electricity*
- *Peale’s Museum*

Grade 4

READING

Building Vocabulary

Standard 4-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

4-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues such as those that provide an example or a definition.

- Language Arts – *Reading List*
- Language Arts – Journal Writing
- Language Arts – Vocabulary CD
- Social Studies – Why America is Free text
- Social Studies – *Book of Heroes* research and report
- Social Studies – glossary
- *Creating an Eighteenth Century Persona* Manual

4-3.2 Analyze the meaning of words by using a knowledge of base words and affixes.

- Language Arts – *Reading List*
- Social Studies – Why America is Free textbook
- Social Studies – *Book of Heroes* research and reports
- Science – Animal Classification, *Peale's Museum*

4-3.3 Interpret the meaning of idioms encountered in texts.

- Language Arts – *Reading List*
- Social Studies – Why America is Free textbook
- Social Studies – *Book of Heroes* research and reports
- Science – Animal Classification, *Peale's Museum*

Grade 4

WRITING

Developing Written Communications

Standard 4-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

4-4.1 Use prewriting techniques to organize written works.

- Social Studies – *Book of Heroes*
- Science – *Animal Classification, The Dig, Peale's Museum*

- 4-4.2 Use complete sentences in a variety of types (including simple and compound sentences) in writing.
- Social Studies – *Book of Heroes*
 - Science – *Animal Classification, The Dig, Peale’s Museum*
- 4-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
- Social Studies – *Book of Heroes*
 - Science – *Animal Classification, The Dig, Peale’s Museum*
- 4-4.4 Use the conventions of written Standard American English (including those regarding subject-verb agreement; past, present, and future verb tenses; conjunctions such as *although, while, neither, and nor*; adverbs of time, place, manner, and degree; and pronoun-antecedent agreement).
- Social Studies – *Book of Heroes*
 - Science – *Animal Classification, The Dig, Peale’s Museum*
- 4-4.5 Use proofreading skills to edit for the correct use of written Standard American English:
- capitalization (including the titles of works of art and publications such as magazines and newspapers, brand names, proper adjectives, and the names of organizations);
 - quotation marks to indicate direct quotations or dialogue;
 - underlining (or italics) to indicate the titles of separately published works such as books and magazines;
 - quotation marks to indicate the titles of works such as articles, reports, chapters, and other short pieces published *within* separately published works; and
 - punctuation between main clauses.
- Social Studies – *Book of Heroes*
 - Science – *Animal Classification, The Dig, Peale’s Museum*
- 4-4.6 Use revision strategies to improve word choice and the organization and development of ideas in written works.
- Social Studies – *Book of Heroes*
 - Language Arts – Journal Writing

Grade 4

WRITING

Producing Written Communications in a Variety of Forms

Standard 4-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

4-5.1 Create informational pieces such as postcards, flyers, letters, and e-mails that use language appropriate for the specific audience.

- Social Studies *Book of Heroes*
- Language Arts – Journal Writing
- Science – *Animal Classification, The Dig, Peale’s Museum*
- Patriots Day Performance

4-5.2 Create narratives containing details and a sequence of events that develops a plot.

- Language Arts – Journal Writing

4-5.3 Create written descriptions using language that appeals to the readers’ senses.

- Language Arts – Journal Writing

4-5.4 Create written pieces such as skits or plays to entertain others.

- Patriots Day Performances

Grade 4

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 4-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 4-6.1 Clarify and refine a research topic.
- Social Studies – *Book of Heroes*
 - Science – *Animal Classification; Peale’s Museum*
- 4-6.2 Use print sources such as books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs and nonprint media to access information.
- Social Studies – *Book of Heroes*
 - Science – *Animal Classification; Peale’s Museum*
- 4-6.3 Organize information by classifying or sequencing.
- Social Studies – *Book of Heroes*
 - Science – *Animal Classification; Peale’s Museum*
- 4-6.4 Paraphrase research information accurately and meaningfully.
- Social Studies – *Book of Heroes*
 - Science – *Animal Classification; Peale’s Museum*
- 4-6.5 Create a list of sources that contains information (including the author and title of a publication) necessary to properly credit and document the work of others.
- Social Studies – *Book of Heroes*
 - Science – *Animal Classification; Peale’s Museum*
- 4-6.6 Use the Internet with the aid of a teacher.
- Social Studies – *Book of Heroes*
 - Science – *Animal Classification; Peale’s Museum*
- 4-6.7 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
- Language Arts – Vocabulary;
 - Social Studies – *Book of Heroes*
 - Science – *Animal Classification; Peale’s Museum*
 - *Creating an Eighteenth Century Persona*

4-6.8 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

- Social Studies – *Book of Heroes*
- Science – *Animal Classification; Peale's Museum*
- Patriots Day Performance

**South Carolina Academic Standards
Math
Grade 4**

This overview provides only the highlights of the new learning that should take place at the fourth-grade level. The specific skills and subject matter that fourth graders should be taught in each of the five mathematical strands are set forth in the formal standards and indicators for these strands. To alert educators as to when the progression in learning should occur for students in this grade, specific language is used with certain indicators:

- An indicator beginning with the phrase “**Generate strategies**” addresses a concept that is being formally introduced for the first time, and students must therefore be given experiences that foster conceptual understanding.
- An indicator beginning with the phrase “**Apply an algorithm,**” “**Apply a procedure,**” “**Apply procedures,**” or “**Apply formulas**” addresses a concept that has been introduced in a previous grade: students should already have the conceptual understanding, and the goal must now be fluency.
- An indicator beginning with the phrase “**Apply strategies and formulas**” or “**Apply strategies and procedures**” addresses a concept that is being formally introduced for the first time, yet the goal must nonetheless be that students progress to fluency.

Highlights of the new learning for grade-four students are

- applying an algorithm to multiply whole numbers fluently;
 - Math Word Problems
- generating strategies to divide whole numbers by single-digit divisors;
 - Math Word Problems
- applying strategies and procedures to find equivalent forms of fractions and comparing fractions and decimals;
 - Math Word Problems
- generating strategies to add and subtract decimals through hundredths;
 - Math Word Problems
- translating among letters, symbols, and words to represent quantities in a simple mathematical expression or equation;

- Math Word Problems
- applying procedures to find the value of an unknown in a simple whole-number equation;
- analyzing quadrilaterals;
- Math Word Problems
- predicting results of multiple transformations;
- finding points in the first quadrant of a coordinate grid;
- generating strategies to determine area of rectangles and triangles;
- using equivalencies to convert units of measure within the U.S. Customary System;
- Math Word Problems
- applying strategies and procedures to determine elapsed time within a 12-hour period;
- Math Word Problems
- interpreting data in graphic displays with increments greater or equal to one; and
- analyzing possible outcomes for a simple event.
- Math Word Problems
- Math – *Mozart Minuet Game* – Probabilities

GRADE 4

Mathematical Processes

The mathematical processes provide the framework for teaching, learning, and assessing in mathematics at all grade levels. Instructional programs should be built around these processes

Standard 4-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

The indicators for this standard, which are appropriate for grades three through five, are adapted from *Principles and Standards for School Mathematics* (NCTM 2000). Classroom application should be based on the standard and its indicators; the

mathematical goals for the class; and the skills, needs, and understandings of the particular students

Indicators

- 4-1.1 Analyze information to solve increasingly more sophisticated problems.
 - Applied in Math – Word Problems
- 4-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships.
 - Applied in Math – Word Problems
- 4-1.3 Explain and justify answers to problems on the basis of mathematical properties, structures, and relationships on mathematical properties, structures, and relationships.
 - Applied in Math – Word Problems
- 4-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects.
 - Applied in Math – Word Problems
- 4-1.5 Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations.
 - Applied in Math – Word Problems
- 4-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered.
 - Applied in Math – Word Problems
- 4-1.7 Use flexibility in mathematical representations.
 - Applied in Math – Word Problems
- 4-1.8 Recognize the limitations of various forms of mathematical representations.
 - Applied in Math – Word Problems

Grade 4
Number and Operations

Standard 4-2: The student will demonstrate through the mathematical processes an understanding of decimal notation as an extension of the place-value system; the relationship between fractions and decimals; the multiplication of whole numbers; and accurate, efficient, and generalizable methods of dividing whole numbers, adding decimals, and subtracting decimals.

Indicators

- 4-2.1 Recognize the period in the place-value structure of whole numbers: units, thousands, millions, and billions.
- Applied in Math – Word Problems
- 4-2.2 Apply divisibility rules for 2, 5, and 10.
- Applied in Math – Word Problems Applied in Math – Word Problems
- 4-2.3 Apply an algorithm to multiply whole numbers fluently.
- Applied in Math – Word Problems
- 4-2.4 Explain the effect on the product when one of the factors is changed.
- Applied in Math – Word Problems
- 4-2.5 Generate strategies to divide whole numbers by single-digit divisors.
- Applied in Math – Word Problems
- 4-2.6 Analyze the magnitude of digits through hundredths on the basis of their place value.
- Applied in Math – Word Problems
- 4-2.7 Compare decimals through hundredths by using the terms *is less than*, *is greater than*, and *is equal to* and the symbols $<$, $>$, and $=$.
- Applied in Math – Word Problems
- 4-2.8 Apply strategies and procedures to find equivalent forms of fractions.
- Applied in Math – Word Problems

4-2.9 Compare the relative size of fractions to the benchmarks 0, $\frac{1}{2}$, and 1.

- Applied in Math – Word Problems

4-2.10 Identify common the fraction/decimal equivalents $\frac{1}{2} = .5$, $\frac{1}{4} = .25$, $\frac{3}{4} = .75$, $\frac{1}{3} \approx .33$, $\frac{2}{3} \approx .67$, multiples of $\frac{1}{10}$, and multiples of $\frac{1}{100}$.

4-2.11 Represent improper fractions, mixed numbers, and decimals.

- Applied in Math – Word Problems

4-2.12 Generate strategies to add and subtract decimals through hundredths.

- Applied in Math – Word Problems

Grade 4

Algebra

Standard 4-3: The student will demonstrate through the mathematical processes an understanding of numeric and nonnumeric patterns, the representation of simple mathematical relationships, and the application of procedures to find the value of an unknown.

Indicators

- 4-3.1 Analyze numeric, nonnumeric, and repeating patterns involving all operations and decimal patterns through hundredths.
- 4-3.2 Generalize a rule for numeric, nonnumeric, and repeating patterns involving all operations.
- 4-3.3 Use a rule to complete a sequence or a table.
- 4-3.4 Translate among, letters, symbols, and words to represent quantities in simple mathematical expressions or equations.
- 4-3.5 Apply procedures to find the value of an unknown letter or symbol in a whole-number equation.
- 4-3.6 Illustrate situations that show change over time as either increasing, decreasing, or varying.

GRADE 4

Geometry

Standard 4-4: The student will demonstrate through the mathematical processes an understanding of the relationship between two- and three-dimensional shapes, the use of transformations to determine congruency, and the representation of location and movement within the first quadrant of a coordinate system.

Not covered in *Why America is Free Curriculum*

Indicators

- 4-4.1 Analyze the quadrilaterals squares, rectangles, trapezoids, rhombuses, and parallelograms according to their properties.
- 4-4.2 Analyze the relationship between three-dimensional geometric shapes in the form of cubes, rectangular prisms, and cylinders and their two-dimensional nets.
- 4-4.3 Predict the results of multiple transformations of the same type—translation, reflection, or rotation—on a two-dimensional geometric shape.
- 4-4.4 Represent the two-dimensional shapes trapezoids, rhombuses, and parallelograms and the three-dimensional shapes cubes, rectangular prisms, and cylinders.
- 4-4.5 Use transformation(s) to prove congruency.
- 4-4.6 Represent points, lines, line segments, rays, angles, and polygons.
- 4-4.7 Represent with ordered pairs of whole numbers the location of points in the first quadrant of a coordinate grid.
- 4-4.8 Illustrate possible paths from one point to another along vertical and horizontal grid lines in the first quadrant of the coordinate plane.

GRADE 4

Measurement

Standard 4-5: The student will demonstrate through the mathematical processes an understanding of elapsed time; conversions within the U.S. Customary System; and accurate, efficient, and generalizable methods of determining area.

Indicators

- 4-5.1 Use appropriate tools to measure objects to the nearest unit: measuring length in quarter inches, centimeters, and millimeters; measuring liquid volume in cups, quarts, and liters; and measuring weight and mass in pounds, milligrams, and kilograms.

- Applied in Math – Word Problems
- 4-5.2 Compare angle measures with referent angles of 45 degrees, 90 degrees, and 180 degrees to estimate angle measures.
- Applied in Math – Word Problems
- 4-5.3 Use equivalencies to convert units of measure within the U.S. Customary System: converting length in inches, feet, yards, and miles; converting weight in ounces, pounds, and tons; converting liquid volume in cups, pints, quarts, and gallons; and converting time in years, months, weeks, days, hours, minutes, and seconds.
- Applied in Math – Word Problems
- 4-5.4 Analyze the perimeter of a polygon.
- Applied in Math – Word Problems
- 4-5.5 Generate strategies to determine the area of rectangles and triangles.
- Applied in Math – Word Problems
- 4-5.6 Apply strategies and procedures to determine the amount of elapsed time in hours and minutes within a 12-hour period, either a.m. or p.m.
- Applied in Math – Word Problems
- 4-5.7 Use Celsius and Fahrenheit thermometers to determine temperature changes during time intervals.
- Applied in Math – Word Problems
- 4-5.8 Recall equivalencies associated with liquid volume, time, weight, and length: 8 liquid ounces = 1 cup, 2 cups = 1 pint, 2 pints = 1 quart, 4 quarts = 1 gallon; 365 days = 1 year, 52 weeks = 1 year; 16 ounces = 1 pound, 2,000 pounds = 1 ton; and 5,280 feet = 1 mile.
- Applied in Math – Word Problems
- 4-5.9 Exemplify situations in which highly accurate measurements are required.
- Applied in Math – Word Problems

GRADE 4

Data Analysis and Probability

Standard 4-6: The student will demonstrate through the mathematical processes an understanding of the impact of data-collection methods, the appropriate graph for categorical or numerical data, and the analysis of possible outcomes for a simple event.

Indicators

4-6.1 Compare how data-collection methods impact survey results.

4-6.2 Interpret data in tables, line graphs, bar graphs, and double bar graphs whose scale increments are greater than or equal to 1.

- Math – *Minuet Game* Probabilities

4-6.3 Organize data in tables, line graphs, and bar graphs whose scale increments are greater than or equal to 1.

- Science – *The Dig*

4-6.4 Distinguish between categorical and numerical data.

4-6.5 Match categorical and numerical data to appropriate graphs.

4-6.6 Predict on the basis of data whether events are *likely*, *unlikely*, *certain*, *impossible*, or *equally likely* to occur.

- Math – *Minuet Game* Probabilities

4-6.7 Analyze possible outcomes for a simple event.

- Math – *Minuet Game* Probabilities

South Carolina Academic Standards Science Grade 4 Overview

Science in grade four focuses on providing students with the opportunity to learn age-appropriate concepts and skills in the life, earth, and physical sciences and to acquire scientific attitudes and habits of mind. The students' study of science includes observing, measuring, recording, questioning, analyzing, identifying, and drawing conclusions. Through their explorations, students develop an understanding of and an ability to apply the components of the scientific method. Specifically, fourth graders explore the sciences within the framework of the following topics: "Organisms and Their Environments" (patterns of behavior and changes in the environment); "Astronomy" (Earth, Sun, Moon and planets); "Weather" (water cycle, clouds, and severe weather); and "Properties of Light and Electricity" (reflection, refraction, and series and parallel circuits).

The science standards for grade four provide richness and a wide variety of learning experiences, materials, and instructional strategies to accommodate a broad range of student's individual differences. Students are actively engaged in their learning by observing, interacting with materials and with people, and asking questions as they explore new concepts and expand their understanding.

The skills and tools listed in the scientific inquiry sections will be assessed on statewide tests independently from the content knowledge in the respective grade or high school core area under which they are listed. Moreover, scientific inquiry standards and indicators will be assessed *cumulatively*. Therefore, as students progress through the grade levels, they are responsible for the scientific inquiry indicators—including a knowledge of the use of tools—in all their earlier grades. A table of the scientific inquiry standards and indicators for kindergarten through grade twelve is provided in appendix A, which teachers are urged to print out and keep as a ready reference.

The science standards in grades three through eight will be the basis for the development of the science test questions for the Palmetto Achievement Challenge Tests (PACT). The PACT is based on the broad standards that address the life, earth, and physical sciences at each grade level. Individual test questions will be aligned with the indicators and will not go beyond the scope and intent of the more specific information in the indicators. While standards at lower grade levels will not be directly assessed, they may be used to formulate multiple-choice distracter items.

GRADE 4

Scientific Inquiry

The skills of scientific inquiry, including a knowledge of the use of tools, will be assessed cumulatively on statewide tests. Students will therefore be responsible for the scientific inquiry indicators from all of their earlier grade levels. A table of the K–12 scientific inquiry standards and indicators is provided in appendix A.

4-1.1 Standard 4-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

- Science – *The Introduction to Science CD*
- Science – Applied in *Moral Philosophy*; Thinking Like an 18th C Social Scientist
- Science – *Benjamin Franklin and Electricity*
- Science – *Animal and Plant Classification*
- Science – Botanizing Field Trip
- Science – *The Dig*
- Science – *Peale's Museum*

Indicators

4-1.2 Classify observations as either quantitative or qualitative.

- Science – Applied in *Moral Philosophy*; Thinking Like an 18th C Social Scientist
- Science – *Benjamin Franklin and Electricity*
- Science – *Animal and Plant Classification*
- Science – Botanizing Field Trip
- Science – *The Dig*
- Science – *Peale's Museum*

4-1.3 Use appropriate instruments and tools (including a compass, an anemometer, mirrors, and a prism) safely and accurately when conducting simple investigations.

- Science – Applied in *Moral Philosophy*; Thinking Like an 18th C Social Scientist
- Science – *Benjamin Franklin and Electricity*
- Science – *Animal and Plant Classification*
- Science – Botanizing Field Trip
- Science – *The Dig*
- Science – *Peale's Museum*

4-1.4 Summarize the characteristics of a simple scientific investigation that represent a fair test (including a question that identifies the problem, a prediction that indicates a possible outcome, a process that tests one manipulated variable at a time, and results that are communicated and explained).

- Science – Applied in *Moral Philosophy*; Thinking Like an 18th C Social Scientist
- Science – *Benjamin Franklin and Electricity*
- Science – *Animal and Plant Classification*
- Science – Botanizing Field Trip
- Science – *The Dig*
- Science – *Peale's Museum*

4-1.5 Distinguish among observations, predictions, and inferences.

- Science – Applied in *Moral Philosophy*; Thinking Like an 18th C Social Scientist
- Science – *Benjamin Franklin and Electricity*
- Science – *Animal and Plant Classification*
- Science – Botanizing Field Trip
- Science – *The Dig*
- Science – *Peale's Museum*

4-1.6 Recognize the correct placement of variables on a line graph.

4-1.7 Construct and interpret diagrams, tables, and graphs made from recorded measurements and observations.

- Science – Applied in *Moral Philosophy*; Thinking Like an 18th C Social Scientist
- Science – *Benjamin Franklin and Electricity*
- Science – *Animal and Plant Classification*
- Science – Botanizing Field Trip
- Science – *The Dig*
- Science – *Peale's Museum*

4-1.8 Use appropriate safety procedures when conducting investigations.

- Science – Applied in *Moral Philosophy*; Thinking Like an 18th C Social Scientist
- Science – *Benjamin Franklin and Electricity*
- Science – *Animal and Plant Classification*
- Science – Botanizing Field Trip
- Science – *The Dig*
- Science – *Peale's Museum*

GRADE 4

Organisms and Their Environments

Standard 4-2: The student will demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments. (Life Science)

Indicators

4-2.1 Classify organisms into major groups (including plants or animals, flowering or nonflowering plants, and vertebrates [fish, amphibians, reptiles, birds, and mammals] or invertebrates) according to their physical characteristics.

- Science – *Animal and Plant Classification*
- Science – *Meeting Pac Puggy*
- Science – *Botanizing Field Trip*
- Science – *Who is John Bartram*
- Science – *The Dig*
- Science – *Peale's Museum*

Explain how the characteristics of distinct environments (including swamps, rivers and streams, tropical rain forests, deserts, and the polar regions) influence the variety of organisms in each.

- Science – *Animal and Plant Classification*
- Science – *Meeting Pac Puggy*
- Science – *Botanizing Field Trip*
- Science – *Who is John Bartram*
- Science – *The Dig*
- Science – *Peale's Museum*

4-2.2 Explain how humans and other animals use their senses and sensory organs to detect signals from the environment and how their behaviors are influenced by these signals.

- Science – *Moral Philosophy: Thinking Like an 18th Century Scientist; John Locke and Tabula Rasa*

4-2.4 Distinguish between the characteristics of an organism that are inherited and those that are acquired over time.

- Science – *Meeting Pac Puggy*
- Science – *Botanizing Field Trip*
- Science – *Who is John Bartram*

- Science – *The Dig*
- Science – *Peale's Museum*

4-2.5 Explain how an organism's patterns of behavior are related to its environment (including the kinds and the number of other organisms present, the availability of food and other resources, and the physical characteristics of the environment).

- Science – *Animal and Plant Classification*
- Science – *Meeting Pac Puggy*
- Science – *Botanizing Field Trip*
- Science – *Who is John Bartram*
- Science – *The Dig*
- Science – *Peale's Museum*

4-2.6 Explain how organisms cause changes in their environment.

GRADE 4

Astronomy

Standard 4-3: The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)

Indicators

4-3.1 Recall that Earth is one of many planets in the solar system that orbit the Sun.

- Science – *Introduction to Science CD*
- Science – *Benjamin Banneker, Astronomer*

4-3.2 Compare the properties (including the type of surface and atmosphere) and the location of Earth to the Sun, which is a star, and the Moon.

4-3.3 Explain how the Sun affects Earth.

- Science – *Introduction to Science CD*
- Science – *Benjamin Banneker, Astronomer*

4-3.4 Explain how the tilt of Earth's axis and the revolution around the Sun results in the seasons of the year.

- Science – *Introduction to Science CD*
- Science – *Benjamin Banneker, Astronomer*

4-3.5 Explain how the rotation of Earth results in day and night.

- Science – *Introduction to Science* CD
- Science – *Benjamin Banneker*, Astronomer

4-3.6 Illustrate the phases of the Moon and the Moon's effect on ocean tides.

- Science – *Introduction to Science* CD
- Science – *Benjamin Banneker*, Astronomer

4-3.7 Interpret the change in the length of shadows during the day in relation to the position of the Sun in the sky.

4-3.8 Recognize the purpose of telescopes.

- Science – *Introduction to Science* CD
- Science – *Benjamin Banneker*, Astronomer

GRADE 4

Weather

Standard 4-4: The student will demonstrate an understanding of weather patterns and phenomena. (Earth Science)

Indicators

4-4.1 Summarize the processes of the water cycle (including evaporation, condensation, precipitation, and runoff).

4-4.2 Classify clouds according to their three basic types (cumulus, cirrus, and stratus) and summarize how clouds form.

4-4.3 Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.

- Science – Benjamin Banneker

4-4.4 Summarize the conditions and effects of severe weather phenomena (including thunderstorms, hurricanes, and tornadoes) and related safety concerns.

4-4.5 Carry out the procedures for data collecting and measuring weather conditions (including wind speed and direction, precipitation, and temperature) by using appropriate tools and instruments.

4-4.6 Predict weather from data collected through observation and measurements.

GRADE 4

Properties of Light and Electricity

Standard 4-5: The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)

Indicators

- 4-5.1 Summarize the basic properties of light (including brightness and colors).
- 4-5.2 Illustrate the fact that light, as a form of energy, is made up of many different colors.
- 4-5.3 Summarize how light travels and explain what happens when it strikes an object (including reflection, refraction, and absorption).
- 4-5.4 Compare how light behaves when it strikes transparent, translucent, and opaque materials.
- 4-5.5 Explain how electricity, as a form of energy, can be transformed into other forms of energy (including light, heat, and sound).
 - Science – *Benjamin Franklin and Electricity*
- 4-5.6 Summarize the functions of the components of complete circuits (including wire, switch, battery, and light bulb).
 - Science – *Benjamin Franklin and Electricity*
- 4-5.7 Illustrate the path of electric current in series and parallel circuits.
 - Science – *Benjamin Franklin and Electricity*
- 4-5.8 Classify materials as either conductors or insulators of electricity.
 - Science – *Benjamin Franklin and Electricity*
- 4-5.9 Summarize the properties of magnets and electromagnets (including polarity, attraction/repulsion, and strength).
- 4-5.10 Summarize the factors that affect the strength of an electromagnet.

**South Carolina Academic Standards
Visual Arts
Grades 3–5**

I. Understanding and Applying Media, Techniques, and Processes

Students will

A. Describe how different media, **techniques**, and processes evoke different responses in the viewer of an artwork.

- Art – *Colonial Artists and Their Subjects* CD and slides
- Art – Painting in 18th C Style
- Science & Art – *Peales Museum*

B. Use a variety of media, **techniques**, and processes to communicate ideas, experiences, and stories through their artworks.

- Art – *Colonial Artists and Their Subjects* CD and slides
- Art – Painting in 18th C Style
- Science & Art – *Peales Museum*
- Social Studies – Journal writing
- Social Studies – Introduction and Chapter 19 (the box activity)

C. Use art materials and tools in a safe and responsible manner.

- Art – Painting in 18th C Style
- Science & Art – *Peales Museum*
- Social Studies – Journal writing
- Social Studies – Introduction and Chapter 19 (the box activity)

II. Using Knowledge of Structures and Functions

Students will

A. Describe, both orally and in writing, how the various **elements and principles of design** function to evoke different responses in the viewer of an artwork.

- Art – *Colonial Artists and Their Subjects* CD and slides
- Art – Painting in 18th C Style
- Science & Art – *Peales Museum*

B. Select and use various **elements and principles of design** to communicate personal ideas in their artworks.

- Art – *Colonial Artists and Their Subjects* CD and slides
- Art – Painting in 18th C Style
- Science & Art – *Peales Museum*

III. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas

Students will

A. Select and use **subject matter**, symbols, and ideas to communicate meaning through their artworks.

- Art – *Colonial Artists and Their Subjects* CD and slides
- Art – Painting in 18th C Style
- Science & Art – *Peales Museum*

B. Evaluate how particular choices of subject matter, symbols, and ideas function to communicate meaning in their own artworks and those of others.

- Art – *Colonial Artists and Their Subjects* CD and slides
- Art – Painting in 18th C Style
- Science & Art – *Peales Museum*
- Social Studies – Why America is Free textbook
- Social Studies – Supplemental Materials

IV. Understanding the Visual Arts in Relation to History and Cultures

Students will

A. Identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.

- Art – *Colonial Artists and Their Subjects* CD and slides
- Art – Painting in 18th C Style
- Science & Art – *Peales Museum*

B. Identify a variety of artworks, artists, and visual arts materials that exist in South Carolina.

C. Describe how history, culture, and the visual arts can influence one another.

- Art – *Colonial Artists and Their Subjects* CD and slides
- Art – Painting in 18th C Style
- Science & Art – *Peales Museum*

V. Reflecting upon and Assessing the Merits of Their Work and the Work of Others

Students will

A. Describe how an artist's experiences can influence the development of his or her artworks.

- Art – *Colonial Artists and Their Subjects* CD and slides

- Art – Painting in 18th C Style
- Science & Art – *Peales Museum*
- Why America is Free textbook
- Social Studies – Supplemental Materials
- Science – *Pac Puggy* and Peale artworks

B. **Analyze** their own artworks and those of others and describe improvements that could be made.

- Art – *Colonial Artists and Their Subjects* CD and slides
- Art – Painting in 18th C Style
- Science & Art – *Peales Museum*
- Why America is Free textbook
- Social Studies – Supplemental Materials
- Science – artworks

C. Distinguish between personal preference and the objective **analysis** of artworks.

- Art – *Colonial Artists and Their Subjects* CD and slides
- Art – Painting in 18th C Style
- Science & Art – *Peales Museum*
- Why America is Free textbook
- Social Studies – Supplemental Materials

VI. Making Connections between Visual Arts and Other Disciplines

Students will

A. Compare and contrast characteristics of the visual arts and other arts disciplines.

- Art – *Colonial Artists and Their Subjects* CD and slides
- Art – Painting in 18th C Style
- Science & Art – *Peales Museum*
- Why America is Free textbook
- Social Studies – Supplemental Materials
- Science – *Pac Puggy* and Peale artworks

B. Identify connections among the visual arts, other arts disciplines, and content areas across the curriculum.

- Art – *Colonial Artists and Their Subjects* CD and slides
- Art – Painting in 18th C Style
- Science & Art – *Peales Museum*
- Why America is Free textbook
- Social Studies – Supplemental Materials
- Science – *Pac Puggy* and Peale artworks

C. Recognize career opportunities in the visual arts.

- Art – *Colonial Artists and Their Subjects* CD and slides
 - Science – *Pac Puggy* and Peale artworks
- South Carolina Standards of Learning

**South Carolina Academic Standards
Music
Grade 4**

- I. Singing: Students will sing, alone and with others, a varied repertoire of music.**
- Music – Songs of the American Revolution, Yankee Doodle
 - Patriots Day Performance
- II. Instrumental: Students will perform on instruments, alone and with others, a varied repertoire of music.**
- Music – Songs of the American Revolution, Yankee Doodle
 - Patriots Day Performance
 - Music – Fife and Drum
- III. Improvisation: Students will improvise melodies, variations, and accompaniments.**
- Music – Songs of the American Revolution, Yankee Doodle
 - Patriots Day Performance
 - Music – Mozart' *Minuet Game*
 - Franklin's Glass Armonica
- IV. Composition: Students will arrange and compose music according to guidelines**
- Music – Songs of the American Revolution, Yankee Doodle
 - Patriots Day Performance
 - Music – Mozart' *Minuet Game*
 - Music – Franklin's Glass Armonica
- V. Reading and Notating: Students will read and notate music.**
- Music – Songs of the American Revolution, Yankee Doodle
 - Music – Mozart' *Minuet Game*
 - Music – Songs of the American Revolution, Yankee Doodle
 - Music – Franklin's *Glass Armonica* lesson plan and CD
- VI. General Music Grade Span: Students will listen to, analyze and describe music.**

- Music – Songs of the American Revolution, Yankee Doodle
- Patriots Day Performance
- Mozart' *Minuet Game*
- Music – Franklin's *Glass Armonica* lesson plan and CD

VII. Evaluation: Students will evaluate music and music performances.

- Music – Songs of the American Revolution, Yankee Doodle
- Patriots Day Performance
- Mozart' *Minuet Game*
- Music – Franklin's *Glass Armonica* lesson plan and CD

VIII. Music Connections: Students will relate music to the other arts and disciplines outside the arts.

- Music – Songs of the American Revolution, Yankee Doodle
- Patriots Day Performance
- Mozart' *Minuet Game*
- Music – Franklin's *Glass Armonica* lesson plan and CD

IX. History and Culture: Students will relate music to history and culture.

- Music – Songs of the American Revolution, Yankee Doodle
- Patriots Day Performance
- Mozart' *Minuet Game*
- Music – Franklin's *Glass Armonica* lesson plan and CD

**South Carolina Academic Standards
Theatre
Grade 3-5**

- I. STORY MAKING/SCRIPT WRITING.** Script writing by the creation of **improvisations** and scripted **scenes** based on personal experience and heritage, imagination, literature, and history.

Students will

- A. Use appropriate theatre terminology to identify the parts of a script.

- Patriots Day Performance

- B. Create **characters**, **environments**, **dialogue**, and **action** through **improvisation** and writing, both individually and in groups.

- Patriots Day Performance

- II. ACTING.** Acting by developing basic acting skills to portray **characters** who interact in improvised and scripted **scenes**.

Students will

- A/B. Demonstrate physical acting skills (e.g., knowledge of **blocking**, body awareness) and voice and **diction** skills, including **volume**, **tempo**, **pitch**, tone, and **emphasis**.

- Patriots Day Performance
- Patriots Day day and evening experiences

- C. Imagine and clearly describe **characters**, their relationships, and their **environment**.

- Patriots Day Performance
- Patriots Day day and evening experiences

- D. Create and justify **characters** and roles on the basis of personal experience and heritage, imagination, literature, and history.

- Patriots Day Performance
- Patriots Day day and evening experiences

- E. Perform in group (ensemble) dramatizations.

- Patriots Day Performance
- Patriots Day day and evening experiences

III. DESIGNING. Designing by developing environments for improvised and scripted scenes.

- Patriots Day Performance
- Patriots Day day and evening experiences

IV.

Students will

A. Identify elements of artistic design (e.g., **space**, color, lines, shape, texture) related to theatre.

- a. Patriots Day Performance
- b. Patriots Day day and evening experiences

B. Analyze dramatizations to identify essential scenery, **props**, **lighting**, **sound**, **costumes**, and **makeup**.

- a. Patriots Day Performance
- b. Patriots Day day and evening experiences

C. Construct designs to communicate locale and **mood** using visual elements (e.g., **space**, color, line, shape, texture) and **aural** aspects using a variety of **sound** sources.

- a. Patriots Day Performance
- b. Patriots Day day and evening experiences

V. DIRECTING. Directing by organizing rehearsals for improvised and scripted scenes.

Students will

A. Respond appropriately to instructors' directions and **side coaching** in **improvisations**, **theatre games**, and other theatre activities.

- Patriots Day Performance

B. Explain the roles of the **director** and the production staff in theatre.

- Patriots Day Performance

C. Lead small group **rehearsals** for classroom presentations and modify and adjust directing choices on the basis of **rehearsal** discoveries.

- Patriots Day Performance

VI. RESEARCHING. Researching by using cultural and historical information to support improvised and scripted scenes.

Students will

- A. Collect information from their peers regarding the cultural and historical significance of the settings and characters in their classroom dramatizations.

a. Patriots Day Performance

VII. CONNECTING. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms.

Students will

- A. Demonstrate an understanding of theatrical terminology.
B. Use performance skills to act out familiar stories.
C. Act out different career and social roles in **improvisations** and **theatre games**.
D. Compare and contrast the use of visual arts, dance, music, or electronic media to enhance a classroom performance.
E. Demonstrate an understanding of the collaborative nature of theatre.
F. Identify and utilize basic theatrical conventions (e.g., **costumes**, **props**, puppets, **masks**).

VIII. VALUING AND RESPONDING. Analyzing, evaluating, and constructing meanings from improvised and scripted **scenes** and from theatre, film, television, and electronic media productions.

Students will

- A. Demonstrate **audience etiquette** during theatre performances.
- Patriots Day Performance, Movie List
 - George Washington's *Rules of Civility*
- B. Describe a theatrical experience in terms of **aural**, visual, and **kinetic** elements.
- Patriots Day Performance, Movie List
 - George Washington's *Rules of Civility*
- C. Compare their own emotions and actions to those of a **character** in a drama.
- Patriots Day Performance, Movie List
 - George Washington's *Rules of Civility*

D. Analyze a classroom performance on the basis of **characterization**, **diction**, **pacing**, and movement, and then make suggestions for improvement.

- Patriots Day Performance, Movie List
- George Washington's *Rules of Civility*

IX. RELATING TO HISTORY AND CULTURE. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures.

Students will

A. Perform dramatizations of stories from different historical periods and cultures.

- Patriots Day – all aspects of the day

B. Compare and contrast **characters**, situations, and **themes** in theatre from different historical periods and cultures.

- Patriots Day – all aspects of the day

C. Adapt a **classroom dramatization** to reflect a particular historical period or culture.

- Patriots Day – all aspects of the day

**South Carolina Academy Standards
Physical Education
Grades 3-5**

The student demonstrates competency in many movement forms and proficiency in a few movement forms.

- PE – Eighteenth Century Sports and Games

Grades 3-5 Students should be able to demonstrate refined fundamental patterns. Variations of skills, skill combinations, and basic offensive and defensive strategies are performed in increasingly dynamic and complex environments. In addition, students should acquire some specialized skills basic to a movement form (e.g., basketball chestpass, soccer dribble) and be able to use those skills with a partner.

- PE - Eighteenth Century Sports and Games

STANDARD 1 SPECIFIC GRADE 3-5

This standard is met at this grade level when the student consistently is able to:

- Demonstrate mature form or all basic manipulative skills (e.g., overhand throw pattern, underhand throw pattern, kicking a moving ball, catching a ball thrown overhand) and combinations of locomotor skills.

- PE - Eighteenth Century Sports and Games

- Use basic motor skills of invasion (e.g., soccer, basketball), net (e.g., volleyball, pickle ball), striking/fielding (e.g., baseball, whiffleball), and target (e.g., bowling) activities in increasingly complex situations

- PE - Eighteenth Century Sports and Games

- Demonstrate basic offensive and defensive strategies for invasion, net, and striking/fielding activities in limited settings (2 on 2, 3 on 2).

- PE - Eighteenth Century Sports and Games

- Support weight on hands demonstrating extension and control (cartwheels and handstands).

- PE - Eighteenth Century Sports and Games

- Apply movement concepts (BSER) to sequenced gymnastics actions with smooth transition both alone and with others (e.g., perform a routine hat

includes balance, roll, and balance with a change in direction to match a partner).

- PE - Eighteenth Century Sports and Games
- Perform simple dances (e.g., creative, folk, and line dances).
 - PE - Eighteenth Century Sports and Games

PHYSICAL EDUCATION STANDARD 2

GRADES 3-5

The student applies movement concepts and principles to the learning and development of motor skills.

- PE – Eighteenth Century Sports and Games
- Music – Colonial Dance
- Patriots Day – Dance, Games, Militia Training

Grades 3-5 Students should be able to use critical elements to refine personal performance of fundamental and selected specialized motor skills in increasingly complex environments as well as to provide feedback to others. Students should be increasingly aware of basic offensive and defensive strategies.

STANDARD 2 SPECIFICS GRADE 3-5

This standard is met at this grade level when the student consistently is able to:

- Use critical elements to improve personal performance and provide feedback to others in fundamental and selected specialized motor skills (e.g., making a triangle to set a volleyball).
 - PE – Eighteenth Century Sports and Games
 - Music – Colonial Dance
 - Patriots Day – Dance, Games, Militia Training
- Describe and use basic offensive and defensive strategies in limited settings (e.g., one-on-one, two-on-three).
 - PE – Eighteenth Century Sports and Games
 - Music – Colonial Dance
 - Patriots Day – Dance, Games, Militia Training
- Recognize and apply basic concepts from the disciplines that impact the quality of increasingly complex movement performance (e.g., absorbing

and producing force, the relationship between practice and the improvement of performance, the Importance of warmup and cool-down).

- PE – Eighteenth Century Sports and Games
- Music – Colonial Dance
- Patriots Day – Dance, Games, Militia Training

PHYSICAL EDUCATION STANDARD 3

GRADES 3-5

The student exhibits a physically active lifestyle

Grades 3-5 Students should begin to develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits. This knowledge should be reflected in their personal decisions for participation outside of physical education class.

STANDARD 3 SPECIFICS GRADE 3-5

This standard is met at this grade level when the student consistently is able to:

- Identify personal interests and capabilities in regard to one's own physical activity.
 - PE – Eighteenth Century Sports and Games
 - Music – Colonial Dance
 - Patriots Day – Dance, Games, Militia Training
- Select and participate regularly in physical activities for specific purposes (e.g. to improve skill or health or for personal pleasure).
 - PE – Eighteenth Century Sports and Games
 - Music – Colonial Dance
 - Patriots Day – Dance, Games, Militia Training
- Identify opportunities in the school and community for regular participation in physical activity.
 - PE – Eighteenth Century Sports and Games
 - Music – Colonial Dance
 - Patriots Day – Dance, Games, Militia Training

PHYSICAL EDUCATION STANDARD 4

GRADES 3-5

The student achieves and maintains a health-enhancing level of physical fitness.

Grades 3-5 Students should begin to match different types of physical activity with underlying physical fitness components and should participate in moderate to vigorous physical activity in a variety of settings. Students should begin to be able to interpret the results and understand the significance of information provided by formal measures of physical fitness and should be able to use information from these assessments to increase current levels of fitness.

STANDARD 4 SPECIFICS GRADE 3-5

This standard is met at this grade level when the student consistently is able to:

- Identify the components of health-related physical fitness.
- Identify several activities related to each component of physical fitness.
- Meet the gender and age health-related fitness standards as defined by Fitness gram.
- Develop a strategy for the improvement of selected fitness components.
- Work with minimal supervision in pursuit of personal fitness goals.

PHYSICAL EDUCATION STANDARD 5

GRADES 3-5

The student demonstrates responsible personal and social behavior in physical activity settings.

Grades 3-5 Students should identify the purpose for activity-specific rules, safe practices, procedures, and etiquette, and—with few reminders—they should follow these principles. Each student should continue to develop cooperation skills to bring about the completion of a common goal while working with a partner or in small groups. Students should be able to work independently and productively for short periods of time.

STANDARD 5 SPECIFICS GRADE 3-5

This standard is met at this grade level when the student consistently is able to:

- Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.
 - PE – Eighteenth Century Sports and Games
 - Music – Colonial Dance

