

## **Grade 4**

# **Project Citizen Steps Correlation to Tennessee State Standards in Social Studies, Science, English/Language Arts, and Mathematics**

## Grade 4: Social Studies/Governance and Civics

4.0 Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Era 1 Three Worlds Meet (Beginnings to 1620)		
Project Citizen Steps 2008 edition	Subject Area Standard TN State Performance Indicators (SPI)	National Standards for Civics & Government
<p>Step 1 Identifying Public Policy Problems in Your Community Part A Class Discussion p.10 - 11</p> <p>Part B Small Group Activity p. 11</p> <p>Step 2 Selecting a Problem for Class Study p. 17</p> <p>Step 3 Gathering Information and Research p. 18 – 27</p> <p>Step 4 Developing a Class Portfolio p. 28 – 49</p> <p>Step 5 Presenting Your Portfolio p. 50 – 52</p> <p>Step 6 Reflecting on Your Learning Experience p. 53 - 55</p>	<p>4.4.3 examine how the Mayflower Compact is a symbol of the first United States government</p> <p>4.5.5 determine the reasons for colonial settlement (i.e., religious, economic, individual freedom)</p>	<p><i>NSS-C.5-8.2 Foundations Of The Political System</i> What are the Foundations of the American Political System?</p> <p>*What is the American idea of constitutional government?</p> <p>*What values and principles are basic to American constitutional democracy?</p>

Sample Classroom Applications	Sample Resources
<p>Choose one or two sentences from the Mayflower Compact and ask the students to consider what it means to abide by majority rule.</p> <p>Poll classmates, friends, parents, neighbors about which “freedom” (religion, speech, press) they would leave their homes to gain somewhere else if the freedom was taken away.</p>	<p><b>Internet</b></p> <p><a href="http://ofcn.org/cyber.serv/academy/ace/soc/elem.html">http://ofcn.org/cyber.serv/academy/ace/soc/elem.html</a>  Academy Curricular Exchange  Social Studies  Elementary School (K-5)  50 civics lesson plans</p> <p><a href="http://www.history.ctaponline.org/center/">http://www.history.ctaponline.org/center/</a>  Model lessons K-6</p> <p><a href="http://www.civiced.org/index.php?page=lesson_plans">http://www.civiced.org/index.php?page=lesson_plans</a>  Center for Civic Education lesson plans</p> <p><a href="http://civics-online.org/">http://civics-online.org/</a>  Website for teachers and others with lesson plans</p> <p><a href="http://www.ccle.fourh.umn.edu/Elementary.htm">http://www.ccle.fourh.umn.edu/Elementary.htm</a>  Elementary Lessons from CRADLE</p> <p><a href="http://www.tnhistoryforkids.org/civics/e">http://www.tnhistoryforkids.org/civics/e</a>  Tennessee History for Kids website</p> <p><b>Video</b></p> <p><a href="http://www.americanpromise.com">www.americanpromise.com</a>  Promoting Citizenship through Literacy – PBS series and lesson plans</p>

**Grade 4: Social Studies/Governance and Civics**

Era 2: Colonization and Settlement (1585 – 1763)		
Project Citizen Steps 2008 edition	Subject Area Standard TN State Performance Indicators (SPI)	National Standards for Civics & Government
<p>Step 1 Identifying Public Policy Problems in Your Community Part A Class Discussion p. 10 - 11</p> <p>Part B Small Group Activity p. 11</p> <p>Step 2 Selecting a Problem for Class Study p. 17</p> <p>Step 3 Gathering Information and Research p. 18 – 27</p> <p>Step 4 Developing a Class Portfolio p. 28 – 49</p> <p>Step 5 Presenting Your Portfolio p. 50 – 52</p> <p>Step 6 Reflecting on Your Learning Experience p. 53 - 55</p>	<p>4.4.3 examine how the Mayflower Compact is a symbol of the first United States government</p> <p>4.5.5 determine the reasons for colonial settlement (i.e., religious, economic, individual freedom)</p>	<p><i>NSS-C.5-8.1 Civic Life, Politics And Government</i> What are Civic Life, Politics, and Government? * What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?</p> <p><i>NSS-C.5-8.2 Foundations Of The Political System</i> What are the Foundations of the American Political System? * What is the American idea of constitutional government? * What are the distinctive characteristics of American society? * What is American political culture? * What values and principles are basic to American constitutional democracy?</p> <p><i>NSS-C.5-8.3 Principles Of Democracy</i> How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?  * What is the place of law in the American constitutional system? * How does the American political system provide for choice and opportunities for participation?</p>

Sample Classroom Applications	Sample Resources
<p>Complete a chart of the three main types of governments in the American colonies, listing one advantage and one disadvantage for each type.</p> <p>Debate the question – Were American colonists justified in breaking British laws? (i.e., smuggling goods at cheaper prices, refusing to pay taxes).</p>	<p><b>Internet</b></p> <p><a href="http://ofcn.org/cyber.serv/academy/ace/soc/elem.html">http://ofcn.org/cyber.serv/academy/ace/soc/elem.html</a>  Academy Curricular Exchange  Social Studies  Elementary School (K-5)  50 civics lesson plans</p> <p><a href="http://www.history.ctaponline.org/center/">http://www.history.ctaponline.org/center/</a>  Model lessons K-6</p> <p><a href="http://www.civiced.org/index.php?page=lesson_plans">http://www.civiced.org/index.php?page=lesson_plans</a>  Center for Civic Education lesson plans</p> <p><a href="http://civics-online.org/">http://civics-online.org/</a>  Website for teachers and others with lesson plans</p> <p><a href="http://www.ccle.fourh.umn.edu/Elementary.htm">http://www.ccle.fourh.umn.edu/Elementary.htm</a>  Elementary Lessons from CRADLE</p> <p><a href="http://www.tnhistoryforkids.org/civics/e">http://www.tnhistoryforkids.org/civics/e</a>  Tennessee History for Kids website</p> <p><b>Video</b></p> <p><a href="http://www.americanpromise.com">www.americanpromise.com</a>  Promoting Citizenship through Literacy – PBS series and lesson plans</p>

**Grade 4: Social Studies/Governance and Civics**

Era 3: Revolution and the New Nation (1754 – 1820)		
Project Citizen Steps 2008 edition	Subject Area Standard TN State Performance Indicators (SPI)	National Standards for Civics & Government
<p>Step 1 Identifying Public Policy Problems in Your Community Part A Class Discussion p. 10 - 11</p> <p>Part B Small Group Activity p. 11</p> <p>Step 2 Selecting a Problem for Class Study p. 17</p> <p>Step 3 Gathering Information and Research p. 18 – 27</p> <p>Step 4 Developing a Class Portfolio p. 28 – 49</p> <p>Step 5 Presenting Your Portfolio p. 50 – 52</p> <p>Step 6 Reflecting on Your Learning Experience p. 53 - 55</p>	<p>4.4.1 identify the 3 branches of federal and state governments</p> <p>4.4.2 identify the rights outlined by the Bill of Rights (i.e., Amendments 1, 5, 6, 8)</p> <p>4.4.4 using a chart showing checks and balances, explain how one branch of government can limit the power of others</p> <p>4.5.6 examine the events that contributed to the outbreak of the American Revolution (i.e., taxation, judicial process, lack of representation, quartering of troops).</p> <p>4.5.7 determine why the U.S. Constitution was necessary (i.e., no single currency, no judicial branch, no enforcement of laws, small and large states having unequal representation)</p> <p>4.6.1 recognize how groups work cooperatively to accomplish goals and encourage change (i.e., American Revolution, founding of Tennessee, the failure of the Articles of Confederation, colonies)</p> <p>4.6.3 read and interpret a passage about a political or economic issue which individuals may respond to with contrasting views (i.e., state taxes, federal taxes, slavery, Bill of Rights)</p>	<p><i>NSS-C.5-8.1 Civic Life, Politics And Government</i> What are Civic Life, Politics, and Government?</p> <ul style="list-style-type: none"> <li>* What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?</li> <li>* What are the essential characteristics of limited and unlimited government?</li> <li>* What are the nature and purposes of constitutions?</li> </ul> <p><i>NSS-C.5-8.2 Foundations Of The Political System</i> What are the Foundations of the American Political System?</p> <ul style="list-style-type: none"> <li>* What is the American idea of constitutional government?</li> <li>* What are the distinctive characteristics of American society?</li> <li>* What is American political culture?</li> <li>* What values and principles are basic to American constitutional democracy?</li> </ul> <p><i>NSS-C.5-8.3 Principles Of Democracy</i> How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?</p> <ul style="list-style-type: none"> <li>* How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?</li> <li>* What does the national government do?</li> <li>* How are state and local governments organized and what do they do?</li> <li>* Who represents you in local, state, and national governments?</li> </ul>

Sample Classroom Applications	Sample Resources
<p>Complete a cause and effect graphic organizer for the 1<sup>st</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> amendment.</p> <p>Complete a visual organizer on checks and balances.</p> <p>Chart the weaknesses in the Articles of Confederation and the parts of the Constitution that corrected the weaknesses.</p> <p>Debate the question – Was George Washington correct to warn about the danger of political parties? Should we have just one party?</p>	<p><b>Internet</b></p> <p><a href="http://ofcn.org/cyber.serv/academy/ace/soc/elem.html">http://ofcn.org/cyber.serv/academy/ace/soc/elem.html</a> Academy Curricular Exchange Social Studies Elementary School (K-5) 50 civics lesson plans</p> <p><a href="http://www.history.ctaponline.org/center/">http://www.history.ctaponline.org/center/</a> Model lessons K-6</p> <p><a href="http://www.civiced.org/index.php?page=lesson_plans">http://www.civiced.org/index.php?page=lesson_plans</a> Center for Civic Education lesson plans</p> <p><a href="http://civics-online.org/">http://civics-online.org/</a> Website for teachers and others with lesson plans</p> <p><a href="http://www.ccle.fourh.umn.edu/Elementary.htm">http://www.ccle.fourh.umn.edu/Elementary.htm</a> Elementary Lessons from CRADLE</p> <p><a href="http://www.tnhistoryforkids.org/civics/e">http://www.tnhistoryforkids.org/civics/e</a> Tennessee History for Kids website</p> <p><b>Video</b></p> <p><a href="http://www.americanpromise.com">www.americanpromise.com</a> Promoting Citizenship through Literacy – PBS series and lesson plans</p>

**Grade 4: Social Studies/Governance and Civics**

Project Citizen Steps 2008 edition	Subject Area Standard TN State Performance Indicators (SPI)	National Standards for Civics & Government
		<ul style="list-style-type: none"> <li>* What is the place of law in the American constitutional system?</li> <li>* How does the American political system provide for choice and opportunities for participation?</li> </ul> <p><i>NSS-C.5-8.5 Roles Of The Citizen</i> What are the Roles of the Citizen in American Democracy?</p> <ul style="list-style-type: none"> <li>* What is citizenship?</li> <li>* What are the rights of citizens?</li> <li>* What are the responsibilities of citizens?</li> <li>* What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?</li> <li>* How can citizens take part in civic life?</li> </ul>

<b>Sample Classroom Applications</b>	<b>Sample Resources</b>

**Grade 4: Social Studies/Governance and Civics**

Era 4: Expansion and Reform (1801-1861)		
Project Citizen Steps 2008 edition	Subject Area Standard TN State Performance Indicators (SPI)	National Standards for Civics & Government
<p>Step 1 Identifying Public Policy Problems in Your Community Part A Class Discussion p. 10 - 11</p> <p>Part B Small Group Activity p. 11</p> <p>Step 2 Selecting a Problem for Class Study p. 17</p> <p>Step 3 Gathering Information and Research p. 18 – 27</p> <p>Step 4 Developing a Class Portfolio p. 28 – 49</p> <p>Step 5 Presenting Your Portfolio p. 50 – 52</p> <p>Step 6 Reflecting on Your Learning Experience p. 53 - 55</p>	<p>4.1.3 determine how various groups resolve conflict</p> <p>4.6.2 determine how the issue of slavery caused political and economic tensions between government policy and people’s beliefs (i.e., abolitionists, plantation owners, states’ rights, central government, Loyalists)</p> <p>4.6.3 read and interpret a passage about a political or economic issue which individuals may respond to with contrasting views (i.e., state taxes, federal taxes, slavery, Bill of Rights)</p>	<p><i>NSS-C.5-8.1 Civic Life, Politics And Government</i> What are Civic Life, Politics, and Government?</p> <ul style="list-style-type: none"> <li>* What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?</li> <li>* What are the essential characteristics of limited and unlimited government?</li> <li>* What are the nature and purposes of constitutions?</li> </ul> <p><i>NSS-C.5-8.2 Foundations Of The Political System</i> What are the Foundations of the American Political System?</p> <ul style="list-style-type: none"> <li>* What is the American idea of constitutional government?</li> <li>* What are the distinctive characteristics of American society?</li> <li>* What is American political culture?</li> <li>* What values and principles are basic to American constitutional democracy?</li> </ul> <p><i>NSS-C.5-8.3 Principles Of Democracy</i> How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?</p> <ul style="list-style-type: none"> <li>* How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?</li> <li>* What does the national government do?</li> <li>* How are state and local governments organized and what do they do?</li> <li>* Who represents you in local, state, and national governments?</li> </ul>

Sample Classroom Applications	Sample Resources
<p>Complete a set of math problems that show how excise taxes, tariffs, and property taxes affect costs for consumers, businesses, and landowners.</p> <p>Make a chart of the major compromises of the historical period – Missouri Compromise, Tariff Compromise 1833, Compromise of 1850.</p> <p>Write a letter from the viewpoint of a northerner who has visited in the South and seen slavery firsthand.</p>	<p><b>Internet</b></p> <p><a href="http://ofcn.org/cyber.serv/academy/ace/soc/elem.html">http://ofcn.org/cyber.serv/academy/ace/soc/elem.html</a> Academy Curricular Exchange Social Studies Elementary School (K-5) 50 civics lesson plans</p> <p><a href="http://www.history.ctaponline.org/center/">http://www.history.ctaponline.org/center/</a> Model lessons K-6</p> <p><a href="http://www.civiced.org/index.php?page=lesson_plans">http://www.civiced.org/index.php?page=lesson_plans</a> Center for Civic Education lesson plans</p> <p><a href="http://civics-online.org/">http://civics-online.org/</a> Website for teachers and others with lesson plans</p> <p><a href="http://www.ccle.fourh.umn.edu/Elementary.htm">http://www.ccle.fourh.umn.edu/Elementary.htm</a> Elementary Lessons from CRADLE</p> <p><a href="http://www.tnhistoryforkids.org/civics/e">http://www.tnhistoryforkids.org/civics/e</a> Tennessee History for Kids website</p> <p><b>Video</b></p> <p><a href="http://www.americanpromise.com">www.americanpromise.com</a> Promoting Citizenship through Literacy – PBS series and lesson plans</p>

**Grade 4: Social Studies/Governance and Civics**

Project Citizen Steps 2008 edition	Subject Area Standard TN State Performance Indicators (SPI)	National Standards for Civics & Government
		<ul style="list-style-type: none"> <li>* What is the place of law in the American constitutional system?</li> <li>* How does the American political system provide for choice and opportunities for participation?</li> </ul> <p><i>NSS-C.5-8.5 Roles Of The Citizen</i> What are the Roles of the Citizen in American Democracy?</p> <ul style="list-style-type: none"> <li>* What is citizenship?</li> <li>* What are the rights of citizens?</li> <li>* What are the responsibilities of citizens?</li> <li>* What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?</li> <li>* How can citizens take part in civic life?</li> </ul>

<b>Sample Classroom Applications</b>	<b>Sample Resources</b>

## Grade 4: Science

Project Citizen Steps 2008 edition	2009 Subject Area Standards TN State Performance Indicators (GLE/SPI)*		National Science Education Standards
Step 1 Identifying Public Policy Problems in Your Community p. 10-16	GLE 0407.Inq.1 GLE 0407.Inq.2 GLE 0407.T/E.1 GLE 0407.T/E.2 GLE 0407.T/E.3 GLE 0407.T/E.5	SPI 0407.Inq.1 SPI 0407.T/E.1	<p><b>CONTENT STANDARD A:</b> As a result of activities in grades 5-8, all students should develop</p> <ul style="list-style-type: none"> <li>• Abilities necessary to do scientific inquiry</li> <li>• Understandings about scientific inquiry</li> </ul>
Step 2 Selecting a Problem for Class Study p. 17	GLE 0407.Inq.4 GLE 0407.Inq.5	SPI 0407.Inq.1	<p><b>CONTENT STANDARD E:</b> As a result of activities in grades 5-8, all students should develop</p> <ul style="list-style-type: none"> <li>• Abilities of technological design</li> <li>• Understandings about science and technology</li> </ul>
Step 3 Gathering Information on the Problem Your Class Will Study p. 18-27	GLE 0407.Inq.2 GLE 0407.Inq.4 GLE 0407.T/E.3 GLE 0407.T/E.5	SPI 0407.T/E.1	<ul style="list-style-type: none"> <li>• Abilities of technological design</li> <li>• Understandings about science and technology</li> </ul>
Step 4 Developing a Class Portfolio p. 28-49	GLE 0407.Inq.1 GLE 0407.Inq.3 GLE 0407.Inq.4 GLE 0407.Inq.5 GLE 0407.T/E.5	SPI 0407.Inq.	<p><b>CONTENT STANDARD F:</b> As a result of activities in grades 5-8, all students should develop understanding of</p> <ul style="list-style-type: none"> <li>• Personal health</li> <li>• Populations, resources, and environments</li> <li>• Natural hazards</li> <li>• Risks and benefits</li> <li>• Science and technology in society</li> </ul>
Step 5 Presenting Your Portfolio p. 50-52	GLE 0407.Inq.4		<ul style="list-style-type: none"> <li>• Personal health</li> <li>• Populations, resources, and environments</li> <li>• Natural hazards</li> <li>• Risks and benefits</li> <li>• Science and technology in society</li> </ul>
Step 6 Reflecting on Your Learning Experience p. 53-55	GLE 0407.Inq.5		<p><b>CONTENT STANDARD G:</b> As a result of activities in grades 5-8, all students should develop understanding of</p> <ul style="list-style-type: none"> <li>• Science as a human endeavor</li> <li>• Nature of science</li> <li>• History of science</li> </ul>
	*legend for GLEs and SPIs ⇒		

Sample Classroom Applications	Sample Resources
<p><b>An example for GLE 0407.2.1 and GLE 0407.5.2</b>            Think about construction that is happening in your community. Ask questions about what could happen to the ecosystem because of that construction. Decide on a question to investigate. Predict, plan an investigation, and record data in an appropriate format. Communicate findings and share individual interpretations.</p> <p><b>An example for GLE 0407.7.1</b>            A field has been cleared of grass and left unattended for several months. Students have noticed that erosion is occurring. Ask questions about how the erosion may be affecting the surrounding area. Decide on a question to investigate. Predict, plan an investigation, and record data in an appropriate format. Communicate findings and share individual interpretations.</p>	<p><b>Print</b>  <i>Project Wet Curriculum and Activity Guide</i> or  <a href="http://www.projectwett.org">www.projectwett.org</a>            A collection of activities designed to address water from all angles to teach students the importance of water and its impact on society</p> <p><i>Project Wild Curriculum and Activity Guide</i> or  <a href="http://www.projectwild.org">www.projectwild.org</a>            A collection of activities designed to address conservation and environmental issues as they apply to wildlife</p> <p><i>AIMS Activities, Our Wonderful World</i>            Publication with hands-on activities that integrate science, mathematics, language arts, and social studies</p> <p><b>Internet</b>            PBL (Problem-based Learning) Framework  <a href="http://www.cotf.edu/ete/teacher/teacherout.html">www.cotf.edu/ete/teacher/teacherout.html</a>            Contains frameworks for problem-based learning</p> <p>Enchanted Learning  <a href="http://www.Enchantedlearning.com">http://www.Enchantedlearning.com</a>            Contains activities, worksheets, clipart, illustrations, and other relevant materials</p> <p>Internet4Classroom  <a href="http://www.Internet4classrooms.com">http://www.Internet4classrooms.com</a>            Contains activities that support Tennessee Curriculum Standards for grades K-12</p> <p>Access Excellence  <a href="http://www.accessexcellence.org">http://www.accessexcellence.org</a>            Contains activities, such as, mysteries to solve, graphics, resources center, links to biology sites</p> <p>Nova Online  <a href="http://www.pbs.org/wgbh/nova">http://www.pbs.org/wgbh/nova</a>            Contains activities, simulations and resources that are extensions from PBS publications</p>

**Grade 4: Science**

Project Citizen Steps 2008 edition	*Science GLE/SPI Legend	National Science Education Standards
	<p><b>GRADE LEVEL EXPECTATIONS</b></p> <p><b>GLE 0407.Inq.1</b> Explore different scientific phenomena by asking questions, making logical predictions, planning investigations and recording data.</p> <p><b>GLE 0407.Inq.2</b> Select and use appropriate tools and simple equipment to conduct an investigation.</p> <p><b>GLE 0407.Inq.3</b> Organize data into appropriate tables, graphs, drawings, or diagrams.</p> <p><b>GLE 0407.Inq.4</b> Identify and interpret simple patterns of evidence to communicate the findings of multiple investigations.</p> <p><b>GLE 0407.Inq.5</b> Recognize that people may interpret the same results in different ways.</p> <p><b>GLE 0407.T/E.1</b> Describe how tools, technology, and inventions help to answer questions and solve problems.</p> <p><b>GLE 0407.T/E.2</b> Recognize that new tools, technology, and inventions are always being developed.</p> <p><b>GLE 0407.T/E.3</b> Identify appropriate materials, tools, and machines that can extend or enhance the ability to solve a specified problem.</p> <p><b>STATE PERFORMANCE INDICATORS</b></p> <p><b>SPI 0407.Inq.1</b> Select an investigation that could be used to answer a specific question</p> <p><b>SPI 0407.T/E.1</b> Select a tool, technology, or invention that was used to solve a human problem.</p>	

Sample Classroom Applications	Sample Resources
	<p>Tennessee Valley Authority  <a href="http://www.tva.gov">http://www.tva.gov</a>            Contains information on environmental issues specific to TVA watersheds</p> <p>U.S. Geological Survey  <a href="http://www.usgs.gov">www.usgs.gov</a>            Provides information that focuses on biology, geology, geography, geospatial information, and water</p> <p>U.S. Environmental Protection Agency  <a href="http://www.epa.gov">www.epa.gov</a>            Federal website devoted to environmental issues</p> <p>Tennessee Department of Environment and Conservation  <a href="http://www.state.tn.us/environment">www.state.tn.us/environment</a>            State website devoted to environmental and conservation issues</p> <p><b>Other</b>            Local Building Codes            County Solid Waste Board            Local Tennessee Forestry Division            U.S. Local Natural Resources Conservation Service Area Office            Tennessee Department of Natural Resources            County Agriculture Extension Office            Tennessee Wildlife Resource Agency (TWRA)</p>

## Grade 4: Language Arts

<p align="center"><b>Project Citizen Steps 2008 edition</b></p>	<p align="center"><b>2009 Subject Area Standards TN Grade Level Expectations (GLE)</b></p>	<p align="center"><b>National Standards for English/Language Arts</b> <a href="http://www.ncte.org/about/over/standards/110846.htm">http://www.ncte.org/about/over/standards/110846.htm</a></p>
<p>Step 1 Identifying Public Policy Problems in Your Community p. 10-16</p>	<p><b>GLE 0401.2.1</b> Continue to develop oral language skills necessary for communication.  <b>GLE 0401.2.2</b> Continue to develop listening skills necessary for communication.  <b>GLE 0401.4.1</b> Conduct research to access and present information.  <b>GLE 0401.4.2</b> Collect, organize, and determine the reliability of researched information.  <b>GLE 0401.5.1</b> Develop logic skills to facilitate learning and to enhance thoughtful reasoning.  <b>GLE 0401.5.2</b> Use logic to make inferences and draw appropriate conclusions.  <b>GLE 0401.5.3</b> Apply logic skills to classroom situations and to selections read.</p>	<p><i>See appendix for complete text of the National Standards items. Information below represents main idea of the related standards.</i></p> <ul style="list-style-type: none"> <li>1. Print and non-print texts</li> <li>3. Comprehend, interpret, evaluate, appreciate texts</li> <li>4. Audience and purposes</li> <li>7. Research by generating ideas, questions, problems</li> <li>8. Technological and information resources</li> <li>11. Literacy communities</li> <li>12. Spoken, written, visual language</li> </ul>
<p>Step 2 Selecting a Problem for Class Study p. 17</p>	<p><b>GLE 0401.2.1</b> Continue to develop oral language skills necessary for communication.  <b>GLE 0401.2.2</b> Continue to develop listening skills necessary for communication.</p>	<ul style="list-style-type: none"> <li>11. Literacy communities</li> <li>12. Spoken, written, visual language</li> </ul>
<p>Step 3 Gathering information on the problem your class will study (pp. 18-27)</p>	<p><b>GLE 0401.4.1</b> Conduct research to access and present information.  <b>GLE 0401.4.2</b> Collect, organize, and determine the reliability of researched information.  <b>GLE 0401.5.1</b> Develop logic skills to facilitate learning and to enhance thoughtful reasoning.  <b>GLE 0401.5.2</b> Use logic to make inferences and draw appropriate conclusions.  <b>GLE 0401.5.3</b> Apply logic skills to classroom situations and to selections read.  <b>GLE 0401.6.1</b> Apply skills and strategies to comprehend informational text (e.g., pre-reading strategies, comprehension strategies).</p>	<ul style="list-style-type: none"> <li>1. Print and non-print texts</li> <li>3. Comprehend, interpret, evaluate, appreciate texts</li> <li>7. Research by generating ideas, questions, problems</li> <li>8. Technological and information resources</li> <li>11. Literacy communities</li> </ul>

Sample Classroom Applications	Sample Resources
<p>Step 1 Identifying Public Policy Problems in Your Community p. 10-16 Define, identify examples, identify appropriate agency, and describe how it affects students' lives.</p> <ul style="list-style-type: none"> <li>• Read books (Dr. Seuss, Bill Peet, Big Orange Splot, nursery rhymes) to introduce public policy.</li> <li>• Use dictionary/encyclopedia to get a formal definition.</li> <li>• Discuss meaning, examples, players involved with public policy.</li> <li>• Create a Frayer vocabulary card</li> <li>• Brainstorm problems in small cooperative groups</li> <li>• Using a funnel shaped graphic organizer labeled from top to bottom: world, national, state, local, school, home, sort the brainstormed problems (written on sticky notes) into the appropriate categories.</li> <li>• Discuss each problem and decide which problem they could have the most effect on.</li> <li>• Use the newspaper to identify different kinds of policies and to identify the appropriate agency.</li> <li>• Use a graphic organizer to compare and contrast world, national, state, local, school, and home policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Internet access - <a href="http://en.wikipedia.org/wiki/Main_Page">http://en.wikipedia.org/wiki/Main_Page</a> This website provides definitions, impacts of policy, intended/unintended effects, and types of policies</li> <li>• Books to include but not limited to: <i>The Wump World</i> by Bill Peet, <i>The Lorax</i> by Dr. Seuss, and <i>The Big Orange Splot</i> by Daniel Manus Pinkwater.</li> <li>• <a href="http://www.ereaders.scps.k12.fl.us/lessonplans/orangesplotlesson.htm">www.ereaders.scps.k12.fl.us/lessonplans/orangesplotlesson.htm</a> this website contains lesson plans and a powerpoint presentation</li> <li>• Vocabulary word web – the Frayer model has the word in the center, the four corners will contain 1. definition in student's own words, 2. an example, 3. a sentence using the word/phrase, and 4. an illustration</li> <li>• Copies of local and surrounding areas newspapers</li> </ul>
<p>Step 2 Selecting a Problem for Class Study p. 17 Explain the problem, persuade classmates, narrow down and select problem for class study.</p> <ul style="list-style-type: none"> <li>• “Vote with Your Feet” – After narrowing down the above possibilities, the top five identified problems are posted on large chart paper around the room. Each student is given a marker and four votes. The students place their votes on the chart paper (problem) that they are most interested in. They may place their votes on one problem or several different problems. The top two problems are then voted on by students; they are given one vote for deciding the class problem.</li> <li>• Create an advertisement/diorama/wanted poster/campaign brochure to persuade the class to vote for their chosen problem.</li> <li>• Write a persuasive essay/paragraph for their chosen problem</li> <li>• Work in cooperative groups to list causes and effects of problems and include who is impacted</li> <li>• Conduct a mock election</li> </ul>	<ul style="list-style-type: none"> <li>• Unitedstreaming.com or PowerMedia Plus – Title <i>The Almost Painless Process of Elections</i>. This clip prevents information about the election process</li> <li>• Graphic organizers for cause and effect: <a href="http://eduscapes.com/tap/topic73.htm">http://eduscapes.com/tap/topic73.htm</a> and <a href="http://exchange.ucop.edu">http://exchange.ucop.edu</a></li> <li>• <a href="http://teachers.net/lessons/posts/1860.html">http://teachers.net/lessons/posts/1860.html</a> This website is full of quotes to use as writing prompts</li> <li>• “Can you persuade me?” <a href="http://www.readwritethink.org/lessons/lesson-view.asp?id=56">http://www.readwritethink.org/lessons/lesson-view.asp?id=56</a> This is full of lesson plans, complete with handouts, worksheets, assessments, and powerpoint presentations.</li> </ul>

## Grade 4: Language Arts

Project Citizen Steps 2008 edition	Subject Area Standard TN Grade Level Expectations (GLE)	National Standards for English Language Arts
	<p><b>GLE 0401.6.3</b> Follow the organizational structure of informational/technical text.</p> <p><b>GLE 0401.7.1</b> Recognize that media can be a source of information and entertainment.</p>	
Step 4 Developing a Class Portfolio p. 28 – 49	<p><b>GLE 0401.1.1</b> Identify the correct use of nouns, verbs, adjectives, pronouns, adverbs, and prepositions.</p> <p><b>GLE 0401.1.2</b> Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.</p> <p><b>GLE 0401.1.3</b> Select the best way to correct incomplete sentences within context.</p> <p><b>GLE 0401.2.1</b> Continue to develop oral language skills necessary for communication.</p> <p><b>GLE 0401.2.2</b> Continue to develop listening skills necessary for communication.</p> <p><b>GLE 0401.3.1</b> Choose a topic sentence for a paragraph.</p> <p><b>GLE 0401.3.2</b> Rearrange sentences to form a sequential, coherent paragraph.</p> <p><b>GLE 0401.3.3</b> Identify the purpose for writing (i.e., to entertain, to inform, to share experiences) and the audience for which it is intended.</p> <p><b>GLE 0401.4.3</b> Construct a graphic organizer to organize the information gathered.</p> <p><b>GLE 0401.6.2</b> Recognize the different text features of informational text (e.g., separate text boxes, diagrams, captions, charts, graphs).</p> <p><b>GLE 0401.7.2</b> Use media to publish and present information</p>	<p><b>4.</b> Audiences and purposes</p> <p><b>5.</b> Writing process elements</p> <p><b>6.</b> Language structure, language conventions, media techniques, figurative language, and genre</p> <p><b>8.</b> Technological and information resources</p> <p><b>11.</b> Literacy communities</p> <p><b>12.</b> Spoken, written, visual language</p>
Step 5 Presenting Your Portfolio p. 50 – 52	<p><b>GLE 0401.2.1</b> Continue to develop oral language skills necessary for communication.</p> <p><b>GLE 0401.2.2</b> Continue to develop listening skills necessary for communication.</p> <p><b>GLE 0401.7.2</b> Identify the main idea in a visual image.</p>	<p><b>4.</b> Audiences and purposes</p> <p><b>6.</b> Language structure, language conventions, media techniques, figurative language, and genre</p> <p><b>8.</b> Technological and information resources</p> <p><b>12.</b> Spoken, written, visual language</p>

Sample Classroom Applications	Sample Resources
<p>Step 3 Gathering information on the problem your class will study p. 18-27</p> <ul style="list-style-type: none"> <li>• Visit public library</li> <li>• Ask the school librarian to do a lesson on research</li> <li>• Invite guest speakers</li> <li>• Research using the internet</li> <li>• Research local newspapers</li> <li>• Interview (phone or live)</li> <li>• Write and request information</li> </ul>	<p>Use the forms provided in Project Citizen book to record information gathered:</p> <ul style="list-style-type: none"> <li>• Information from print or electronic sources form (p. 17-18)</li> <li>• Information from letters or interviews – documentation form (p. 19-20)</li> <li>• Problem identification and analysis form (p. 6)</li> <li>• <a href="http://www.legislature.state.tn.us/">www.legislature.state.tn.us/</a> to contact Tennessee state representatives and senator</li> <li>• <a href="http://its.leesummit.k12.mo.us/writing.htm">http://its.leesummit.k12.mo.us/writing.htm</a> for information on how to conduct the interview process</li> </ul>
<p>Step 4 Developing a Class Portfolio p. 28-49 Includes both the display board and documentation binder.</p> <p>Evaluate art masterpieces for the elements of line, color, presentation, visual elements.</p>	<p>Use the worksheets provided in the Project Citizen workbook to guide the development of the portfolio:</p> <ul style="list-style-type: none"> <li>• Task one – explaining the problem (p. 22-23)</li> <li>• Task two – examine alternative policies (p. 24)</li> <li>• Task three – proposing a public policy (p. 25)</li> <li>• Task four – developing an action plan (p. 26-27)</li> <li>• Portfolio Criteria Checklist (p. 40-41)</li> <li>• Display board – no larger than 32” wide by 40” high, containing four sections for the above four tasks</li> <li>• 3-ring binder no larger than 2” with colored tab dividers</li> <li>• Table of contents for each section</li> <li>• Power Proofreading <a href="http://www.eduplace.com/kids/hme/k-5/proofread/proof.htm">http://www.eduplace.com/kids/hme/k-5/proofread/proof.htm</a> The site provides opportunities for students to practice proofreading skills</li> <li>• Grammar help <a href="http://www.dailygrammar.com/">http://www.dailygrammar.com/</a></li> <li>• Ace Writing <a href="http://www.geocities.com/fifth-grade-tpes/index.html">http://www.geocities.com/fifth-grade-tpes/index.html</a> Provides information and tips for young writers</li> <li>• Writing Fix <a href="http://www.writingfix.com/">http://www.writingfix.com/</a> for an array of writing resources</li> </ul>
<p>Step 5 Presenting Your Portfolio p. 50 – 52 Inform the audience, explain and evaluate alternative policies, discuss the class’s proposed policy, demonstrate how your class could develop community support.</p> <ul style="list-style-type: none"> <li>• Oral presentation of the most significant information based on the portfolio display and documentation section; use graphics (4 minutes)</li> <li>• Follow-up questions from evaluation panel (6 minutes)</li> <li>• Ask parents or other community members experienced in public speaking to coach the class</li> <li>• Practice the presentation with another class, grade level, small community group</li> </ul>	<ul style="list-style-type: none"> <li>• Note cards, outline organizer, or summary</li> </ul>

**Grade 4: Language Arts**

<p align="center"><b>Project Citizen Steps 2008 edition</b></p>	<p align="center"><b>Subject Area Standard TN Grade Level Expectations (GLE)</b></p>	<p align="center"><b>National Standards for English Language Arts</b></p>
<p>Step 6 Reflecting on Your Learning Experience p. 53 - 55</p>	<p><b>GLE 0401.1.1</b> Identify the correct use of nouns, verbs, adjectives, pronouns, adverbs, and prepositions.</p> <p><b>GLE 0401.1.2</b> Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.</p> <p><b>GLE 0401.1.3</b> Select the best way to correct incomplete sentences within context.</p> <p><b>GLE 0401.3.1</b> Choose a topic sentence for a paragraph.</p> <p><b>GLE 0401.3.2</b> Rearrange sentences to form a sequential, coherent paragraph.</p> <p><b>GLE 0401.3.3</b> Identify the purpose for writing (i.e., to entertain, to inform, to share experiences) and the audience for which it is intended.</p> <p><b>GLE 0401.5.1</b> Develop logic skills to facilitate learning and to enhance thoughtful reasoning.</p> <p><b>GLE 0401.5.2</b> Use logic to make inferences and draw appropriate conclusions.</p> <p><b>GLE 0401.5.3</b> Apply logic skills to classroom situations and to selections read.</p>	<p><b>3.</b> Comprehend, interpret, evaluate, appreciate texts</p> <p><b>11.</b> Literacy communities</p>

<b>Sample Classroom Applications</b>	<b>Sample Resources</b>
<p data-bbox="184 207 777 240">Step 6 Reflecting on your learning experience p. 53-55</p> <p data-bbox="184 269 1020 331">Reflect on the completed project to learn, to avoid mistakes in the future, and to improve performance.</p>	<p data-bbox="1058 207 1852 269">Use the worksheets provided in the <u>Project Citizen</u> workbook to guide the reflection process:</p> <p data-bbox="1058 298 1675 331">Guidelines – Possible Questions for Reflection (p. 54-55)</p>

## Standards for the English Language Arts

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<http://www.ncte.org/about/over/standards/110846.htm>

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

## Notes

## Grade 4: Mathematics

Project Citizen Steps 2008 edition	Subject Area Standard TN State Performance Indicators (SPI)	National Council of Teachers of Mathematics Standards
<p>Step 3 Gathering Information and Research p. 18 – 27</p> <p>Step 4 Developing a Class Portfolio p. 28 – 49</p> <p>Step 5 Presenting Your Portfolio p. 50 – 52</p>	<p><b>Standard 1 Mathematical Processes</b>  <b>SPI 0406.1.1</b> Verify a conclusion using the commutative, associative and distributive properties.  <b>SPI 0406.1.2</b> Compare decimals using concrete and pictorial representations.  <b>SPI 0406.1.3</b> Determine the correct change from a transaction.  <b>SPI 0406.1.4</b> Compare objects with respect to a given geometric or physical attribute and select appropriate measurement instrument.</p> <p><b>Standard 2 Number Operations</b>  <b>SPI 0406.2.5</b> Generate equivalent forms of common fractions and decimals and use them to compare size.  <b>SPI 0406.2.6</b> Use the symbols <math>&lt;</math>, <math>&gt;</math> and <math>=</math> to compare common fractions and decimals in both increasing and decreasing order.  <b>SPI 0406.2.10</b> Solve contextual problems using whole numbers, fractions, and decimals.</p>	<p><b>Numbers and Operations</b>            Compute fluently and make reasonable estimates.</p> <p>Understand numbers, ways of representing numbers, and number systems.</p> <p>Understand meanings of operations and how they relate to one another.</p> <p>Represent and analyze mathematical situations and structures using algebraic symbols.</p>

Sample Classroom Applications	Sample Resources
<p><b>Standards:</b>  <b>SPI 0406.1.1</b> Verify a conclusion using the commutative, associative and distributive properties.  <b>SPI 0406.1.3</b> Determine the correct change from a transaction.  <b>SPI 0406.2.9</b> Add and subtract decimals through hundredths.</p> <p>Students work with costs of mailing different size packages to determine how many regular and lesser valued stamps are needed. Determine the correct change from different values.</p> <p><b>Standards:</b>  <b>SPI 0406.5.2</b> Solve problems using estimation and comparison within a single set of data.</p> <p>Using play money, estimate then figure out which is a better buy 10% off or \$10 off on items priced \$50, \$100, and \$120.</p> <p><b>Standards:</b>  <b>SPI 0406.2.6</b> Use the symbols <math>&lt;</math>, <math>&gt;</math> and <math>=</math> to compare common fractions and decimals in both increasing and decreasing order.  <b>SPI 0406.2.10</b> Solve contextual problems using whole numbers, fractions, and decimals.  <b>SPI 0406.5.1</b> Depict data using various representations (e.g., tables, pictographs, line graphs, bar graphs).  <b>SPI 0406.5.2</b> Solve problems using estimation and comparison within a single set of data.</p> <p>After getting information from advertising statistics available on the internet, students calculate percent increases or decreases for the top 10 companies in terms of advertising dollars spent.</p>	<p><b>Internet resources:</b></p> <p><a href="http://illuminations.nctm.org/">http://illuminations.nctm.org/</a> library of 103 online activities that help to make math come alive in the classroom or at home. Includes hundreds of exemplary online resources.</p> <p><a href="http://nlvm.usu.edu/">http://nlvm.usu.edu/</a> National library of virtual manipulatives. Includes numbers and operations, algebra, geometry, measurement, and data and probability.</p> <p><a href="http://www.mathfactcafe.com/">http://www.mathfactcafe.com/</a> free downloadable math assignments and worksheets related to specific standards.</p> <p><a href="http://www.coolmath4kids.com/">http://www.coolmath4kids.com/</a> many math links to sites and print resources. Interactive or downloadable lessons. Skills specific.</p> <p><a href="http://www.webmath.com/index3.html">http://www.webmath.com/index3.html</a> K-8 math site. Online help with math problems. Includes links to lessons and challenges.</p> <p><a href="http://www.math.rice.edu/~lanius/pro/rich.html">http://www.math.rice.edu/~lanius/pro/rich.html</a> Million-dollar mission. Math activity about graphs and volumes. Shows quantities (one million pennies) in proportion to a human.</p> <p><a href="http://www.mathgoodies.com/lessons/">http://www.mathgoodies.com/lessons/</a> Includes lessons on decimals, percents, data and graphs, probability and more.</p> <p><b>Print resources:</b></p> <p><i>Good Questions for Math Teaching: Why Ask Them and What to Ask</i> by Peter Sullivan and Pat Lilburn. This book helps teachers define good questions and offers teachers tips on how to create their own questions. Includes sample questions for 16 mathematical topics.</p> <p><i>Teaching Student-Centered Mathematics: Grades 3-5, Vol. 2</i> by John Van de Wall and Lou Ann H. Lovin. Provides clear explanations of the most critical concepts in 3-5 math. Includes problem based activities and provides examples for creating step-by-step lesson plans.</p>

**Grade 4: Mathematics**

<p align="center"><b>Project Citizen Steps 2008 edition</b></p>	<p align="center"><b>Subject Area Standard TN State Performance Indicators (SPI)</b></p>	<p align="center"><b>National Council of Teachers of Mathematics Standards</b></p>
<p>Step 3 Gathering Information and Research p. 18 – 27</p> <p>Step 4 Developing a Class Portfolio p. 28 – 49</p> <p>Step 5 Presenting Your Portfolio p. 50 – 52</p>	<p><i>Standard 4 Geometry</i>  <b>SPI 0406.4.1</b> Classify lines and line segments as parallel, perpendicular, or intersecting.  <b>SPI 0406.4.6</b> Determine situations in which a highly accurate measurement is important.  <b>SPI 0406.4.9</b> Solve problems involving area and/or perimeter of rectangular figures.  <i>Standard 5 Data Analysis</i>  <b>SPI 0406.5.1</b> Depict data using various representations (e.g., tables, pictographs, line graphs, bar graphs).  <b>SPI 0406.5.2</b> Solve problems using estimation and comparison within a single set of data.</p>	<p><i>Geometry</i>            Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.</p> <p>Use visualization, spatial reasoning and geometric modeling to solve problems.</p> <p>Specify locations and describe spatial relationships using coordinate geometry and other representational systems.</p>

Sample Classroom Applications	Sample Resources
<p><b>1.</b>  <b>SPI0406.2.6 Use the symbols <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> to compare common fractions and decimals in both increasing and decreasing order.</b>  <b>SPI 0406.4.1 Classify lines and line segments as parallel, perpendicular, or intersecting.</b>  <b>SPI 0406.4.6 Determine situations in which a highly accurate measurement is important.</b>  <b>SPI 0406.4.9 Solve problems involving area and/or perimeter of rectangular figures.</b>  <b>SPI 0406.5.1 Depict data using various representations (e.g., tables, pictographs, line graphs, bar graphs).</b></p> <p>Collect statistics about 2 to 4 famous bridges to use in calculating area, parallel and intersecting lines. Compare the results using the symbols <math>&lt;</math>, <math>&gt;</math>, <math>=</math>.</p> <p><b>2. Use standards above and add</b>  <b>SPI 0406.4.7 Determine appropriate size of unit of measurement in problem situations involving length, capacity or weight.</b></p> <p>Imagine playing football on a tennis court! Discover the dimensions of different sports and compute the area and perimeter of each playing surface.</p> <p><b>3.</b>  <b>SPI0406.2.6 Use the symbols <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> to compare common fractions and decimals in both increasing and decreasing order.</b>  <b>SPI0406.2.10 Solve contextual problems using whole numbers, fractions, and decimals.</b></p> <p>Plan a school trip to the state Capitol. Rent a car while there, estimating that you'll drive between 500 and 1000 miles. Which of the following options should you choose?</p> <p>\$329 per week, unlimited mileage*</p> <p>\$219 per week, plus 12 cents per mile*</p> <p>\$50 per day, unlimited mileage.**  \$40 per day plus 3 cents per mile**  *partial week charged at a full week's price.  **partial days charged at a full day's price</p>	<p>See resources on previous resource page.</p>

## Notes