

# Grade 4 Social Studies

## Module 1

Early Explorers, Settling the Colonies, and  
the War for Independence

## Module Goal

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The goal of this module is to provide information that will help educators increase their knowledge of grade-appropriate social studies concepts, knowledge, and skills to support effective planning or modification of their existing social studies instructional units for students with significant cognitive disabilities. The module includes important concepts, knowledge, and skills for the following instructional units:

- *Land and People before European Exploration,*
- *Settling the Colonies to the 1700s,* and
- *The War for Independence (1760-1789).*

## Module Objectives

The content module supports educators' planning and implementation of instructional units in social studies by:

- Developing an understanding of the concepts and vocabulary that interconnect with information in the module units.
- Learning instructional strategies that support teaching students the concepts, knowledge, and skills related to the module units.
- Discovering ways to transfer and generalize the content, knowledge, and skills to future school, community, and work environments.

To achieve the module objectives, each module identifies the grade-specific social studies academic standards, related Alternate Assessment Targets (AATs), and Underlying Concepts (UCs) prioritized for the Tennessee Comprehensive Assessment Program Alternate (TCAP/Alt) in Social Studies, concepts, and vocabulary that span across units, modules, and grades. The module provides an overview of the content and provides suggested teaching strategies and ways to transfer and generalize the concepts, knowledge, and skills. The module does not include lesson plans and is not a comprehensive instructional unit. Rather, the module provides information for educators to use when developing instructional units and lesson plans.

The module organizes the information using the following sections:

- I. Social Studies Academic Standards and Related Alternate Assessment Targets;
- II. Connecting Concepts;
- III. Vocabulary and Background Knowledge information, including ideas to teach vocabulary;
- IV. Overview of Units' Content;
- V. Universal Design for Learning (UDL) Suggestions;
- VI. Transfer and Generalize Concepts, Knowledge, and Skills;
- VII. Concepts and Vocabulary Multi-Age Planning: Grades 3 through 5; and
- VIII. Tactile Maps and Graphics.

## Section I

### Social Studies Academic Standards and Related Alternate Assessment Targets

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It is important to know the expectations for each unit when planning for instruction. The first step in the planning process is to identify the academic standards and related Alternate Assessment Targets (AATs) and Underlying Concepts (UCs) covered in the module. The AATs are specific statements of knowledge and skills linked to the grade-specific science and social studies academic standards. The UCs are basic,

key ideas, or concepts linked to the AAT. UCs are a basis for developing more complex understanding of the knowledge and skills represented in the AAT and should not be taught in isolation. It is important to provide instruction on AAT along with the UC in order to move towards the same concepts, knowledge, and skills.

Table 1 includes the grade 4 academic standards and related AATs and UCs, and organizes them by the units of study. While only the academic standards targeted for the TCAP/Alt are included, instruction on additional standards will aid in student understanding. Standards that are not included still represent important content for students to master. Therefore, the AATs and UCs included in the table do not cover all of the concepts that can be taught to support growth and understanding aligned to the standards.

**Table 1. Social Studies Academic Standards and Related AATs and UCs <sup>1</sup>**

<b>Academic Standards</b>	<b>Alternate Assessment Targets (AAT)</b>	<b>Underlying Concepts (UC)</b>
<b><i>Land and People before European Exploration</i></b>		
4.4 Trace the routes of early explorers and describe the early explorations of the Americas, including: Christopher Columbus, Ferdinand Magellan, Amerigo Vespucci, Robert de La Salle, Hernando de Soto, Henry Hudson, Jacques Cartier.	Identify reasons (e.g., trade, discoveries of riches) for early explorations of the Americas.	Identify why people move to new places (e.g., jobs, family, and schools).
<b><i>Settling the Colonies to the 1700s</i></b>		
4.10 Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, treaties, and cultural interchanges.	Identify how cooperation benefited the colonists and the American Indians (i.e., fur trade and peace treaties).	Identify benefits of people sharing (i.e., traditions and knowledge).
4.18 Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude.	Identify reasons (e.g., religious freedom, economic opportunity, and better life) for which people came to the colonies.	Identify challenges with moving to a new place.
4.20 Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: long hunters, Daniel Boone-Wilderness Road, Thomas Sharpe Spencer, William Bean, Dr. Thomas Walker.	Explain factors that helped people move and live west of the Appalachian Mountains (i.e., Daniel Boone and Wilderness Trail).	Identify why it was important for long hunters to find a safe way across the Appalachian Mountains.

Academic Standards	Alternate Assessment Targets (AAT)	Underlying Concepts (UC)
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<i>The War for Independence (1760-1789)</i>		
4.23 Explain how political, religious, and economic ideas and interests brought about the Revolution, including: resistance to imperial policy (Proclamation of 1763), the Stamp Act, the Townshend Acts, taxes on tea, “taxation without representation,” Coercive Acts.	Identify causes of the American Revolution (i.e., Stamp Act and taxes on tea).	Identify why the colonists were not happy.
4.28 Identify the people and events associated with the Declaration of Independence and cite evidence from the Declaration to determine its significance to the development of American Democracy.	Identify how the Declaration of Independence contributed to the development of American Democracy by breaking the colonies away from England.	Identify the Pledge of Allegiance as an expression of American Democracy.

<sup>1</sup> Instruction is not intended to be limited to the concepts, knowledge, and skills represented by the AATs and UCs listed in Table 1.

## Section II

### Connecting Concepts

Grade-level social studies content includes connecting concepts, concepts that connect information between different people, places, events, and time-periods. Helping students make connections between these types of concepts and new content information support comprehension of the concepts, knowledge, and skills as well as transference and generalization (see Section VI for more information). Connecting Concepts that are specific to this module connect to content across the units within the module as well as across modules to be developed and across grades.

Connecting Concepts are a common link between multiple standards and units of study. The Connecting Concepts, by being revisited and linked to multiple units of study, become a strong foundation of understanding and support the students in learning new concepts. For example, understanding types of goods and services and how they are exchanged is a Connecting Concept that applies to Early European explorers, trade between American Indians and colonists, and trade between countries in modern times. Some Connecting Concepts may apply across multiple content areas and instructional emphases (e.g., the main idea of a story might be cooperating with others).

### Teaching Connecting Concepts

The following strategies pulled from the principles of UDL (CAST, 2011) are ways in which to teach Connecting Concepts to help students understand the concepts and make connections between different curricular content. During instruction, highlight:

- patterns (e.g., pointing out the compass rose with north pointing to the top on different maps),
- critical features (e.g., pulling out the key information on reasons people explored),
- big ideas (e.g., showing how cooperation benefits everyone), and
- relationships (e.g., making the connection between citizens voting in elections and students voting for which movie to watch).

For example, when learning about Christopher Columbus, Ferdinand Magellan, Amerigo Vespucci, Robert de La Salle, and Daniel Boone, emphasize that they were all explorers, they traded goods, they faced challenges due to geography, etc. In addition, build connections between familiar and new information (e.g., connect a map of the school that shows how to get to the gymnasium with a map showing exploration routes).

Following are **Connecting Concepts** for this Content Module - Early Explorers, Settling the Colonies, and the War for Independence.

Understand:

- types of goods and services and how they are exchanged
- benefits, reasons, and ways groups cooperate
- reasons and challenges of exploring and moving to new places
- structure and purpose of government
- how the United States of America became an independent country and a democracy
- how geography and climate affect exploration
- causes of disagreements and conflict between groups of people and countries

### Connecting Concept Resources:

Grant Wiggins talks about “big ideas” in this article.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=99](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=99)

This site provides examples and printable versions of graphic organizers for social studies that can be modified to meet the students’ needs.

<https://walch.com/samplepages/050078.pdf>

This link provides an overview of Goods and Services and a drag-and-drop assessment activity.

<http://www.econedlink.org/lessons/index.php?lid=454&type=student>

## Section III

### Vocabulary and Background Knowledge

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Vocabulary is critical to building an understanding of social studies concepts, knowledge, and skills. The vocabulary words that students gain through experiences provide ways for students to comprehend new information (Sprenger, 2013). Students can better understand new vocabulary when they have some background knowledge to which to connect them. In addition, learning new vocabulary increases students’ background knowledge. Therefore, it is important to teach vocabulary purposely when introducing new concepts, knowledge, or skills (e.g., identifying natural resources on a resource map) and in the context of the specific content (e.g., teach the term “legend” in the context of using a resource map).

This module includes two types of vocabulary words, both equally important to teach. The first type, **general vocabulary words**, labels groups of words that address different people, places, events, and

time-periods. For example, understanding the meaning of the word “explorer” helps students to connect many different explorers, what they explored, challenges encountered, etc. The second type of vocabulary word, **specific content words**, represents groups of words that address a specific person, group of people, place, event, or time-period. Specific content words are typically proper nouns, such as Daniel Boone, and connect to general words. Providing instruction on general words provides background knowledge when introducing corresponding or related specific words.

### Key Vocabulary for Instructional Units

Table 2 and Table 3 contain lists of key general vocabulary words and specific content words that are important to the units in this module. Each general vocabulary word should be taught to the student using a student-friendly description of what the word means, an example of the word, and as appropriate a historical example.

Teach the specific content vocabulary using a student-friendly description of the word meaning and a possible connection to a general vocabulary word. Do not teach memorization of vocabulary words, instead place emphasis on understanding the word. For example, a student should be able to tell what country they live in vs. defining country and United States of America.

**Table 2. General Vocabulary Words**

<b>General Vocabulary</b> – words that generalize to different people, places, events, and time-periods. Describe the word and provide examples (e.g., climate – describes what the weather is like in a place over a year or more. <i>Example: Tennessee has warm summers and mild winters</i> ).		
• climate	• goods	• responsibility
• colonies	• government	• rights
• democracy	• laws	• services
• explorer	• religion	• tax
• freedom	• resource	• trade
		• treaties

**Table 3. Specific Content Words**

<b>Specific Content Words</b> - words that are specific to content (e.g., person, place, event). Describe the word and when possible make the connection to a Connecting Concept (e.g., Wilderness Road connects to reasons and challenges of exploring and moving to new places).	
• America	• Declaration of Independence
• American Revolution	• American Indians
• Appalachian Mountains	• Stamp Act
• Daniel Boone	• Wilderness Road

### Ideas to Support Vocabulary Learning

Table 4 includes ideas and examples for teaching vocabulary in a way to build conceptual understanding of the words.

**Table 4. Ideas to Teach Vocabulary Effectively (Marzano 2004)<sup>1</sup>**

<b>Ideas</b>	<b>Examples</b>
Explain, describe, and/or give examples of the vocabulary word rather than formal definitions.	For example, “goods are things that people can use, eat or drink; clothes we buy are goods, teachers are not goods, goods are things we want or need, we buy goods when we go to the grocery store.”
Have students restate the vocabulary word in their own words. Take this opportunity to help students connect new vocabulary, especially general vocabulary, to prior knowledge.	Use common objects to help students make the connection between goods, services, trades [i.e., purchases] that they experience in their lives with the fur trade between colonists and American Indians.
Have students represent vocabulary words in pictures, symbols, graphic organizers, or pictographs.	Ask students to complete a concept definition map; providing support as needed (e.g., help from peer or adult, viewing model, using AAC, etc.) (See Figure 1 for example). Adapt the task as needed to include more pictures, objects, and/or textures.
<p>Provide multiple exposures to vocabulary words in a variety of ways. This does not suggest mass trials, rather distributed trials in different ways or contexts.</p> <ul style="list-style-type: none"><li>• Expose students by incorporating vocabulary into daily activities when it is appropriate.</li><li>• Read books or watch videos related to the vocabulary and concepts.</li><li>• Have students complete activities such as sorting words into categories.</li></ul>	<ul style="list-style-type: none"><li>• For example, “It is your right as a student to learn, it is your responsibility as a student to listen to others talk.”</li><li>• Read/listen to a book on the Wilderness Trail.</li><li>• For example, sort words, pictures, or objects into goods or services.</li></ul>
Ask students to discuss the vocabulary words with each other.	<ul style="list-style-type: none"><li>• Have students use their mode of communication to share with each other their favorite word and why.</li><li>• Have students share their representations (e.g., pictures) with each other.</li></ul>
Play vocabulary word games with students.	<ul style="list-style-type: none"><li>• Have students describe a word and have peers guess what it is.</li><li>• Have students organize vocabulary words/pictures on a graphic organizer.</li><li>• Have students match a description or representative picture to a word.</li><li>• Have students select the word using their communication system (e.g., dual switch).</li></ul>
Have students watch a dramatization or have them act out the vocabulary term.	Act out importing and exporting with another class in the school.

<sup>1</sup> Refer to Section V, Universal Design for Learning (UDL) Suggestions for additional instructional strategies.

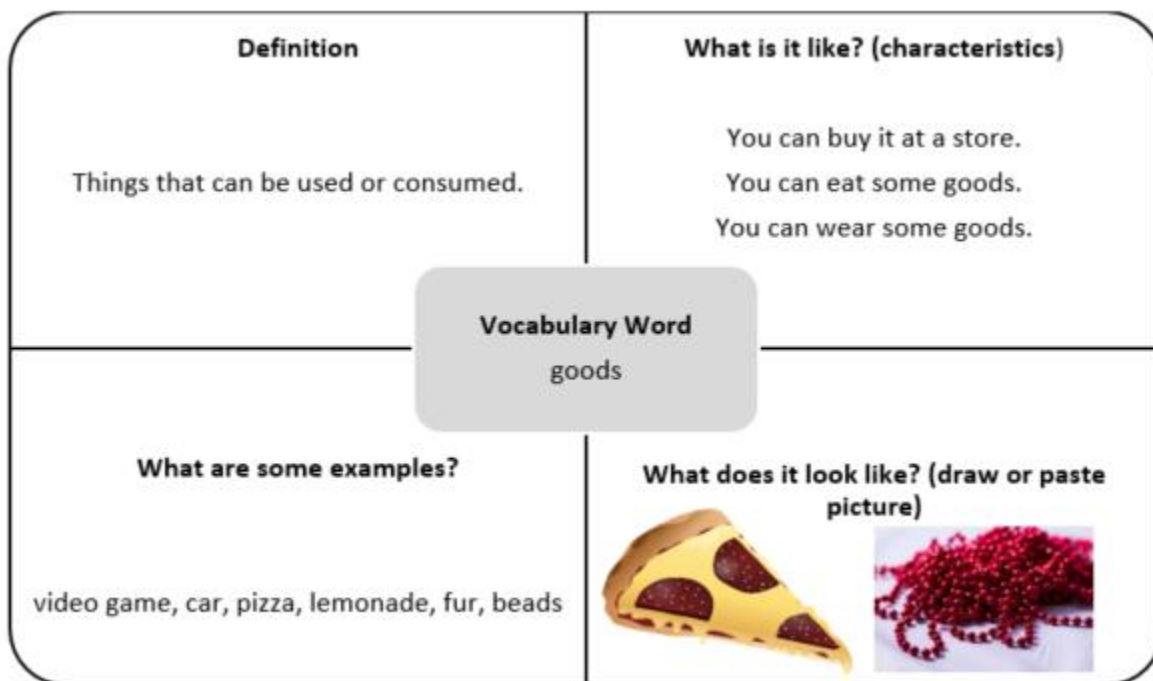
### Vocabulary Example

Educators may need to support, modify, or adapt steps as needed for individual students. For example, one student may choose a restatement of the word from a choice of two; choose a picture to represent the word rather than drawing, etc. Two National Center and State Collaborative (NCSC) resources are available and may prove helpful:

- Use systematic instruction as described in the NCSC Instructional Guide (<https://wiki.ncscpartners.org>)
- Reference ideas in the NCSC Vocabulary and Acquisition Content Module (<https://wiki.ncscpartners.org>)

Use a concept map, a graphic organizer that depicts relationships between concepts, to build student understanding of vocabulary (see Figure 1).

**Figure 1. Example Concept Definition Map**



### Vocabulary Resources:

Vocabulary.com provides explanations of words using real-world examples. Once signed in, an educator can create word lists for students. <http://www.vocabulary.com/>

Text Project provides Word Pictures that are free for educators to use. It includes word pictures for core vocabulary and various content areas including science and social studies. This link will take you to the Word Pictures page where you can select the category of words you want to use.

<http://textproject.org/classroom-materials/textproject-word-pictures/>

The Teach Tennessee History site has Frayer Model explanations and organizers, along with many other types of organizers that may be useful.

[http://www.teachtnhistory.org/index.cfm/m/223/Teacher\\_Resources/](http://www.teachtnhistory.org/index.cfm/m/223/Teacher_Resources/)

## Section IV

### Overview of Units' Content

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This section of the module contains additional content and references to support educators' understanding and instruction of the instructional units. The information reflects important content to address the AATs and to build students' knowledge, skills, and abilities; however, it is not exhaustive and should be expanded upon as needed.

**Unit 1 – Age of Exploration (15<sup>th</sup>-16<sup>th</sup> Centuries)** *Students trace the routes of early explorers and describe the early explorations of the Americas.*

#### Content:

- Reasons the Europeans explored (e.g., people in Europe wanted to trade goods with Asia and wanted find new trade routes).
- European explorers had new improvements that helped them explore
- European explorers faced challenges
- Some well-known early European explorers include:
  - Christopher Columbus
  - Ferdinand Magellan
  - Amerigo Vespucci
  - Robert de La Salle
  - Hernando de Soto
  - Henry Hudson
  - Jacques Cartier

**Unit 2 – Settling the Colonies to the 1700s** *Students describe the cooperation and conflict that existed among American Indians and between the Indian nations and the new settlers. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.*

#### Content:

- The colonists and American Indians cooperated on trading, signing peace treaties, and farming
- The colonists came to the colonies for a variety of reasons (e.g., religious freedom, economic opportunity, work, and better life).
- People began to explore land west of the Appalachian Mountains, which began to help people move further west
- Long hunters
- Key people:
  - Dr. Thomas Walker
  - Daniel Boone
  - William Bean
  - Thomas Sharpe Spencer

**Unit 3 – The War for Independence** *Students explain the causes, course, and consequences of the American Revolution and the foundations of the future state of Tennessee.*

**Content:**

- Colonists were unhappy with British policies
  - The Stamp Act of 1765
  - The Townshend Acts
  - Boston Tea Party
  - The Coercive Acts
- Colonists wrote the Declaration of Independence and fought for independence from Great Britain
- Key People:
  - Benjamin Franklin
  - George Washington
  - Thomas Jefferson
  - John Adams
  - Nancy Ward
  - John Sevier

**Unit Content Resources:**

- Shelby County School's grade 4 instructional map includes guiding questions, assessment activities, and instructional resources for teaching the standards addressing the history of America to 1850.  
<http://www.scsk12.org/uf/ci/docs/im/q1/EnglishLangArts/4th%20Grade%20Social%20Studies%20Curriculum%20Map%202013%202014.pdf>
- Teach Tennessee History site provides links to primary sources, content essays, images, activities, and web links.  
[http://www.teachtnhistory.org/index.cfm/m/84/Historical\\_Eras/](http://www.teachtnhistory.org/index.cfm/m/84/Historical_Eras/)
- History.com has information and videos on much of the information included in this module.  
[www.history.com](http://www.history.com)
- History.org has information, videos, and games related to the information included in this module. [www.history.org](http://www.history.org).
- This site includes information on the colonies and includes an interactive game.  
<http://www.landofthebrave.info/13-colonies.htm>

## Section V

### **Universal Design for Learning (UDL) Suggestions**

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Three principles of UDL guide development of instruction, instructional materials, and assessments to provide access to learning to the widest range of students. Students with significant cognitive disabilities, especially students with visual and/or hearing impairments and students with complex communication needs, require additional scaffolds, adaptations, and modifications to access content and support learning. The three principles of UDL establish a framework for providing these. UDL provides guiding principles to create instructional materials and activities in a flexible manner to address the needs of different type of learners. Additionally, the flexibility allows for further individualization.

Table 5 provides strategies for the UDL Principle I, **Multiple Means of Representation**: presenting information in a variety of ways to address the needs of different types of learners. Table 6 provides strategies for the UDL Principle II, **Multiple Means of Action and Expression**: providing a variety of ways for students to interact with the instructional materials and to demonstrate understanding. Table 7

provides strategies for the UDL Principle III, **Multiple Means of Engagement**: providing a variety of ways to engage and motivate students to learn.

These strategies can assist all students in understanding the basic concepts. Some of the examples include adaptation ideas for students with vision, hearing, and/or physical limitations. Each example has a code to indicate when it includes specific adaptation ideas for these needs:

**V** = visually impaired (low vision, blind, or deaf-blind)

**H** = hearing impaired (deaf, hard of hearing, or deaf/blind)

**P** = physical disability (limited use of hands)

**Table 5. Instructional strategy ideas using the UDL Principle: Multiple Means of Representation**

<b>Multiple Means of Representation</b>	
<b>Strategies</b>	<b>Examples</b>
Introduce information through a multi-sensory approach (e.g., auditory, visual, tactile).	Use a small bag or basket filled with familiar items (e.g., pencil, DVD, lotion, etc.) to represent goods and another one filled with tactile representations of familiar services (e.g., school nurse or a stethoscope, firefighter or piece of fire hose, cafeteria cook or spatula, etc.). Each time instruction addresses goods and services, use these materials to remind student of what goods and services are. <b>V/P</b>
Model content through pictures, dramatization, videos, etc.	Demonstrate the Connecting Concept, “Understand benefits, reasons, and ways groups cooperate” in the context of the American Indians and colonists by acting out a historical event. Narrate the actions and sign the spoken lines. <b>V/H</b>
Present information using modified graphic organizers (e.g., simplified organizers with pictures)	Use a graphic organizer to share information about Daniel Boone using pictures paired with the facts about him. Create tactile versions of the pictures or use presentative objects. <b>V</b>
Provide appropriate and accessible text on the content for students to listen to or read.	Paraphrase information from a textbook on large sticky notes. Place the sticky note over the original text, leaving the graphics. Write or type with a bold and plain font (e.g., Verdana, 18 pt. font) with good spacing between lines (e.g., 1.5 vs single spacing). <b>V</b>
Teach information using songs	Schoolhouse Rock – No More Kings <a href="https://www.youtube.com/watch?v=cAZ8QJgFHOg">https://www.youtube.com/watch?v=cAZ8QJgFHOg</a>

**Table 6. Instructional strategy ideas using the UDL Principle: Multiple Means of Action and Expression**

<b>Multiple Means of Action and Expression</b>	
<b>Strategies</b>	<b>Examples</b>
Use assistive technology to allow the student to interact with the instructional materials and content.	Create a narrated slide show using simple text and pictures and have the student use a single switch to advance slides. <b>V/H/P</b>
Present instructional materials in a manner that provides access.	Place printed text and pictures on a slant board. <b>V</b> Attach tactile graphics to board with hook and loop tape and place within student's range of motion so that the student can pull off each to explore and/or answer questions. <b>V/H/P</b>
Provide voice output devices for students to select the correct answer.	Record correct answers and distractors on a voice output multiple message switch or multiple voice output switches and have students answer questions using the switch. <b>V/P</b> Consider having students use three switches with generic labels (e.g., a, b, c or red, blue, green, three different textures) in which they listen to all three and then select the correct answer. <b>V/P</b>
Provide simulation activities.	Have students establish an independent country (i.e., their classroom), create rules, vote for a leader, etc. Sign all conversations and decisions. <b>H</b>
Create a digital graphic organizer that allows drag and drop.	Have students drag and drop pictures of goods and services into the correct side of a T-chart graphic organizer. Use an adapted mouse. <b>P</b>

**Table 7. Instructional strategy ideas using the UDL Principle: Multiple Means of Engagement**

<b>Multiple Means of Engagement</b>	
<b>Strategies</b>	<b>Examples</b>
Provide a schedule and visual timer.	Have the student select the next activity on the schedule and set the visual timer to indicate how long the student has before a break.
Vary the challenge and amount of information presented at a time.	Briefly introduce the branches of the US government and relate it to how the school is structured. The next time it is taught, spend a little more time on the purposes, increasing time and information as the students become more familiar.
Make connections to topics or activities that are motivating.	Have the student take a favorite TV character on a virtual exploration.
Allow choices as possible	Allow student to choose whether to look at a book or watch a video about an explorer during independent work time.
Provide opportunities to work collaboratively with peers.	Provide opportunities for the student to work in a general education classroom with peers when learning about explorers or have peer tutors come into the special education classroom to work on a project about explorers.
Teach student self-regulation skills.	Provide the student communication symbols to request a break or express feelings and model how to use appropriately.

### **UDL Resources**

The National Center on Universal Design for Learning has a plethora of information on UDL and examples and resources.

[www.udlcenter.org](http://www.udlcenter.org)

Schoolhouse Rock has a YouTube channel, which includes America Rock Series (e.g., No More Kings)

<https://www.youtube.com/user/SchoolhouseRockTV1>

Symbaloo is a free online tool that allows an educator to create bookmarks using icons. It is easy to create and allows an educator to provide students links to sources of information that can be used for specific instructional units.

[www.symbaloo.com](http://www.symbaloo.com)

This site provides a brief description of Symbaloo and multiple ways to use the online tool.

<https://www.theedublogger.com/2014/04/09/11-ways-to-use-symbaloo-in-the-classroom/>

## **Section VI**

### **Transfer and Generalize Concepts, Knowledge, and Skills**

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For learning to be meaningful for all students, including students with significant cognitive disabilities, it is important to intentionally make connections to future content, real-world application, and college and

career ready skills. For example, explain how the student can use maps in their daily lives to determine the location of animals at the zoo, to navigate a walkthrough of exhibits in a museum or to find transportation to work and stores in the future. Additionally, the instruction of social studies concepts, knowledge, and skills may be the catalyst to developing other areas such as needed communication skills, reading/listening comprehension, age appropriate social skills, independent work behaviors, and skills in accessing support systems. Table 8 provides instructional ideas to help transfer and generalize concepts, knowledge, and skills and suggested opportunities to embed other skills into instruction.

**Table 8. Transfer and Generalization Ideas**

Area	Instruction	Opportunity to Embed Skills
<b>Communication</b>	While teaching vocabulary, make connections to real-life or future opportunities to use the words (e.g., discussing a topic with co-workers).	Use the context of the content area instruction to increase language skills, work on articulation, or access alternative and augmentative communication (AAC) systems.
<b>Reading and Listening Comprehension</b>	Provide information through reading books and articles when working on reading/listening comprehension.	Provide practice on communication skills when students are answering questions about the book or article.
<b>Age Appropriate Social Skills</b>	Make connections between the Connecting Concepts and real-life experiences showing how they can help students make decisions (e.g., treating someone kindly even though they do things differently).	Provide opportunities to work along same age peers to practice age appropriate social skills.
<b>Independent Work Behaviors</b>	Encourage and reinforce independent completion of tasks to build independent work skills.	Use positive behavior supports in place to encourage and reinforce independent work skills.
<b>Skills in Accessing Support Systems</b>	Encourage students to ask appropriately for assistance from peers and adults when working on the content.	Use this time to have the student work on behavior and communication skills.

## Section VII

### Concepts and Vocabulary Multi-Age Planning: Grades Three through Five

Multi-age planning requires that instructional decisions address the span of the grade levels of the students in the class. Recognizing the Connecting Concepts and the General and Specific Vocabulary that apply to multiple units within and across a grade span provides information to teach concepts that build a foundation for specific curricular content (i.e., specific people, places, events, and time-periods). This section illustrates the grade-level **Connecting Concepts** and the **General and Specific Vocabulary** across grades three through five. This view (see Tables 9 – 13) allows educators of multi-age and multi-grade classrooms to address the same or similar concepts and vocabulary to all students along with the specific curricular content.

**Table 9. Physical and Human Geography Concepts and Vocabulary**

<b>Physical and Human Geography</b>		
<i>Geographical features and the spatial organization of people and places impact different stages in the history of culture and civilization. Maps and other representations of places and regions convey the influence of geography on economic development, discovery, and use of resources by various cultures and civilizations.</i>		
<b>Grades 3 – 5 AATs and UCs</b>	<b>Concepts</b>	<b>Vocabulary</b>
<p><b>AAT:</b> Identify the relative position of two major cities or countries to each other using a compass rose (e.g., east, west, north, or south of the other). (3.3)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify a map legend or compass rose on a map.</li> </ul> <p><b>AAT:</b> Identify major physical features including mountains, plains, deserts, rivers, gulfs, or seas using information from a physical map of North America. (3.4)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify a map or diagram representing home, school, and community.</li> </ul> <p><b>AAT:</b> Identify Canada, Mexico, or the United States on a map of North America. (3.18)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify the location of the state of Tennessee on a map of the southeastern United States.</li> </ul> <p><b>AAT:</b> Use a map to find the location of major physical features (i.e., Mississippi River, Appalachian Mountains, and Gulf of Mexico) in the United States (3.22)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify the location of a school, library or park using information from a community map.</li> </ul> <p><b>AAT:</b> Use a map to find the location of major physical features (i.e., Alps, Gibraltar, Artic Ocean, and Mediterranean Sea) of the continent of Europe. (3.42)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify bodies of water on a world map.</li> </ul> <p><b>AAT:</b> Use a map to identify major physical features (i.e., Nile River, Sahara, Kilimanjaro, Indian Ocean, and Cape of Good Hope) on the continent of Africa. (3.49)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify land masses on a world map.</li> </ul> <p><b>AAT:</b> Explain factors that helped people move and live west of the Appalachian Mountains (i.e., Daniel Boone and Wilderness Trail). (4.20)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify why it was important for long hunters to find a safe way across the Appalachian Mountains.</li> </ul> <p><b>AAT:</b> Identify ways geography and climate affected the experience of settlers on the overland trails to the West. (4.48)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify how travelers adapt to conditions (e.g., weather) while traveling West.</li> </ul>	<p><b>Understand</b></p> <ul style="list-style-type: none"> <li>how to think spatially and use a variety of maps and map tools (e.g., compass rose, legend)</li> <li>physical and political features on a variety of maps</li> <li>how geography and climate affect exploration</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>map</li> <li>compass rose</li> <li>north</li> <li>south</li> <li>east</li> <li>west</li> <li>mountain</li> <li>plain</li> <li>desert</li> <li>river</li> <li>gulf</li> <li>sea</li> <li>continent</li> <li>country</li> <li>climate</li> <li>explorer</li> </ul> <p><b>Specific:</b></p> <p>Grade 3:</p> <ul style="list-style-type: none"> <li>North America</li> <li>Canada</li> <li>Mexico</li> <li>United States</li> <li>Europe</li> <li>Africa</li> </ul> <p>Grade 4:</p> <ul style="list-style-type: none"> <li>Daniel Boone</li> <li>Wilderness Road</li> <li>Appalachian Mountains</li> </ul>

**Table 10. Culture Concepts and Vocabulary**

<b>Culture</b>		
<i>Advancement and growth of human culture and civilization relates to development of literature, the arts, science, mathematics, and engineering in times past and present; and affects how people live in particular places.</i>		
<b>Grades 3 – 5</b>	<b>Concepts</b>	<b>Vocabulary</b>
<p><b>AAT:</b> Use a graphic organizer to identify information about important inventors (e.g., Thomas Edison, Alexander Graham Bell, and George Washington Carver) including the effects on American society. (5.37)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify uses of important discoveries (e.g., light bulb, telephone, improving soils) in today's world.</li> </ul> <p><b>AAT:</b> Identify important music events in Memphis. (5.64)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify an example of how Tennessee was important to popular music (e.g., Memphis as the birthplace of rock and roll music).</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• effect new developments on lives of people</li> <li>• how people and places can affect art such as music</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• invention</li> <li>• inventor</li> <li>• society</li> <li>• popular</li> <li>• music</li> <li>• rock and roll music</li> </ul> <p><b>Specific:</b> Grade 5:</p> <ul style="list-style-type: none"> <li>• Thomas Edison</li> <li>• Alexander Graham Bell</li> <li>• George Washington Carver</li> <li>• Memphis</li> <li>• Tennessee</li> <li>• Elvis Presley</li> </ul>

**Table 11. Economics Concepts and Vocabulary**

<b>Economics</b>		
<i>Human and physical capital, natural resources, and technology on a local and global scale impact production, distribution, and consumption of goods and services. Decisions about how to use resources influence the welfare of individuals and societies.</i>		
<b>Grades 3 – 5</b>	<b>Concepts</b>	<b>Vocabulary</b>
<p><b>AAT:</b> Identify differences in how goods (i.e., something that can be seen or touch, used or consumed; physical) and services (i.e., something that is provided or someone does for you; intangible) are exchanged. (3.26)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify examples of goods or services.</li> </ul> <p><b>AAT:</b> Answer explicit questions about the major imports or exports from a European country using a chart, graph or resource map. (3.44)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify an agricultural or manufactured product.</li> </ul> <p><b>AAT:</b> Answer explicit questions about the major imports or exports from an African country using a chart, graph or resource map. (3.52)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify a country's natural resources using a resource map of an African country.</li> </ul> <p><b>AAT:</b> Identify reasons (e.g., trade, discoveries of riches) for early explorations of the Americas. (4.4)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify why people move to new places (e.g., jobs, family, schools).</li> </ul> <p><b>AAT:</b> Identify how cooperation benefited the colonists and the American Indians (i.e., fur trade and peace treaties). (4.10)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify benefits of people sharing (i.e., traditions and knowledge).</li> </ul> <p><b>AAT:</b> Identify successes (i.e., finding natural resources, mapping new areas, establishing trade) related to exploration Lewis and Clark. (4.47)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify reasons why people explored the western United States.</li> </ul> <p><b>AAT:</b> Contrast the economies of the North and South prior to the Civil War. (5.2)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify differences in the North and South's resources in the early 1860's.</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• types of goods and services and how they are exchanged</li> <li>• reasons for importing or exporting</li> <li>• types of imports and exports and the countries that exchange goods</li> <li>• reasons people explore</li> <li>• reasons and challenges of exploring and moving to new places</li> <li>• benefits, reasons, and ways groups cooperate</li> <li>• ways America grew and developed over time</li> <li>• types of economies and the effects of change in an economy (e.g., jobs, where</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• goods</li> <li>• services</li> <li>• imports</li> <li>• exports</li> <li>• trade</li> <li>• treaties</li> <li>• natural resource</li> <li>• economy</li> <li>• farm</li> <li>• industry</li> <li>• city</li> <li>• suburbs</li> <li>• war</li> </ul> <p><b>Specific:</b></p> <p>Grade 3:</p> <ul style="list-style-type: none"> <li>• Europe</li> <li>• Africa</li> </ul> <p>Grade 4:</p> <ul style="list-style-type: none"> <li>• American Indians</li> <li>• North America</li> <li>• American Indians</li> <li>• Lewis and Clark</li> </ul> <p>Grade 5:</p> <ul style="list-style-type: none"> <li>• Civil War</li> <li>• North (section during Civil War)</li> <li>• South (section during Civil War)</li> <li>• Great Depression</li> </ul>

**Table 12. Economics Concepts and Vocabulary - continued**

<b>Economics</b>		
<i>Human and physical capital, natural resources, and technology on a local and global scale impact production, distribution, and consumption of goods and services. Decisions about how to use resources influence the welfare of individuals and societies.</i>		
<p><b>AAT:</b> Identify changes to the economy (e.g., from farming to industry and mechanization) in the South or in Tennessee following the Civil War. (5.27)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify an example of industry (e.g., Coca Cola bottling, mining on the Cumberland Plateau, or coal and iron processing) or agriculture in Tennessee.</li> </ul> <p><b>AAT:</b> Explain how changes in jobs (e.g., less jobs and different types of jobs) during the Great Depression affected how people lived. (5.49)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify the importance of jobs for individuals or a community.</li> </ul> <p><b>AAT:</b> Identify the key events during the Civil Rights Movement (i.e., actions of Dr. Martin Luther King, Jr. and Rosa Parks). (5.65)</p> <ul style="list-style-type: none"> <li><b>UC:</b> Identify a struggle during the Civil Rights Movement (i.e., segregation on buses and use of public facilities).</li> </ul>	<ul style="list-style-type: none"> <li>people live, what they spend money on, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>World War II</li> </ul>

**Table 13. Civics and Politics Concepts and Vocabulary**

<b>Civics and Politics</b>		
<i>Responsible and effective citizens understand structures of power and authority and the principles they reflect; their role within a community, a nation, and the world; and develop civic efficacy. Connections to the past and the way governments, principles, and traditions have developed impact current societies.</i>		
<b>Grades 3 – 5</b>	<b>Concepts</b>	<b>Vocabulary</b>
<p><b>AAT:</b> Identify the roles of different branches of government (e.g., making the laws, enforcing the laws or determining if the laws are fair). (3.28)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify the purpose of classroom rules (e.g., stay safe).</li> </ul> <p><b>AAT:</b> Identify how the Declaration of Independence contributed to the development of American Democracy by breaking the colonies away from England. (4.28)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify the Pledge of Allegiance as an expression of American democracy.</li> </ul> <p><b>AAT:</b> Identify the role of Tennessee in granting women the right to vote. (5.46)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Demonstrate an understanding that citizens make choices by voting.</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• structure and purpose of government</li> <li>• how the United States of America became an independent country and a democracy</li> <li>• citizens of the United States have rights and responsibilities</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• government</li> <li>• laws</li> <li>• rights</li> <li>• responsibility</li> <li>• democracy</li> <li>• vote</li> </ul> <p><b>Specific:</b></p> <p>Grade 3</p> <ul style="list-style-type: none"> <li>• United States</li> </ul> <p>Grade 4:</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> </ul> <p>Grade 5:</p> <ul style="list-style-type: none"> <li>• Perfect 36</li> <li>• Women’s Suffrage</li> </ul>

**Table 14. History: Change, Continuity, and Context Concepts and Vocabulary**

<b>History: Change, Continuity, and Context</b>		
<i>Historical events, the processes of change and continuity over time, the context within which events occur, and the significance of the contributions by individuals from various ethnic, racial, religious, and socioeconomic groups impact the development of civilizations and societies around the world.</i>		
<b>Grades 3 – 5</b>	<b>Concepts</b>	<b>Vocabulary</b>
<p><b>AAT:</b> Identify reasons (e.g., religious freedom, economic opportunity, better life) for which people came to the colonies. (4.18)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify challenges with moving to a new place.</li> </ul> <p><b>AAT:</b> Identify causes of the American Revolution (i.e., Stamp Act and taxes on tea). (4.23)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify why the colonists were not happy.</li> </ul> <p><b>AAT:</b> Identify the states of the Southwest Territory (Mississippi, Kentucky, Tennessee, and Alabama) on a historical map. (4.45)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify the location of Tennessee on a historical map.</li> </ul> <p><b>AAT:</b> Identify how the Indian Removal Act affected the American Indians. (4.56)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify on a historical map where the Cherokee people lived before and after the Indian Removal Act.</li> </ul> <p><b>AAT:</b> Identify differences between East Tennessee and West Tennessee regarding the issue of secession. (5.6)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify reasons why Tennessee seceded from the Union.</li> </ul> <p><b>AAT:</b> Explain the importance of the role Abraham Lincoln, Jefferson Davis, Frederick Douglass, or Clara Barton had during the Civil War. (5.12)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify a main role of a leader in a community.</li> </ul> <p><b>AAT:</b> Explain the importance of Sam Watkins' documentation of the events of the Civil War. (5.15)</p> <ul style="list-style-type: none"> <li>• <b>UC:</b> Identify what it was like to be a Tennessee soldier in the Civil War.</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• reasons and challenges of exploring and moving to new places</li> <li>• causes of disagreements and conflict between countries and groups of people</li> <li>• ways America grew and developed over time</li> <li>• how expansion of the people in America affected American Indians</li> <li>• importance of people's actions in history</li> </ul>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• freedom</li> <li>• religion</li> <li>• economics</li> <li>• jobs</li> <li>• colonies</li> <li>• acts</li> <li>• rights</li> <li>• revolution</li> <li>• taxes</li> <li>• politician</li> <li>• secession</li> <li>• documentation</li> </ul> <p><b>Specific:</b></p> <p>Grade 4:</p> <ul style="list-style-type: none"> <li>• Stamp Act</li> <li>• England</li> <li>• American Revolution</li> <li>• Southwest Territory</li> <li>• Mississippi</li> <li>• Kentucky</li> <li>• Tennessee</li> <li>• Alabama</li> <li>• Indian Removal Act</li> <li>• American Indians</li> </ul> <p>Grade 5:</p> <ul style="list-style-type: none"> <li>• East Tennessee</li> <li>• West Tennessee</li> <li>• Abraham Lincoln</li> <li>• Jefferson Davis</li> <li>• Frederick Douglass</li> <li>• Clara Barton</li> <li>• Civil War</li> <li>• Sam Watkins</li> </ul>

## Section VIII

### Tactile Maps and Graphics

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The maps and graphics guidelines will help create tactile versions of instructional maps, diagrams, models, and timelines to use with students who are blind or deaf-blind. The tactile maps and graphics may be beneficial to other students as well. A tactile graphic is a representation of a graphic (e.g., picture, drawing, diagram, map, etc.) in a form that provides access through touch. It is not an exact copy of the graphic. The section provides basic guidance and links to more comprehensive resources.

### Importance of Tactile Maps and Graphics

It is important to provide tactile graphics for young readers (BANA, 2010). It helps students understand and gain information when presented with science and social studies concepts, knowledge, and skills. Science instruction often presents diagrams (e.g., water cycle) and two-dimensional models of living and nonliving things (model of cell) to teach the related concepts. Social studies instruction often uses maps and timelines to illustrate where and when people existed and events occurred. The following guidance includes information to build upon when creating tactile graphics.

### Tactile Graphic Guidance

1. **Determine need for graphic:** When encountering graphics in instructional materials, determine if the graphic is essential to understanding the concept. The Braille Authority of North America (2010) provides a decision tree to help in this determination. It can be accessed online at <http://www.brailleauthority.org/tg/web-manual/index.html> and selecting “Unit 1 Criteria for Including a Tactile Graphic.”
2. **Consult with the local educator trained to work with students with visual impairments.**
3. **Determine the essential information in the graphic.** Read the surrounding information and the caption to determine which information in the graphic to exclude. For example, a map to illustrate location of key countries would not need state lines and capital cities and may not need all of the surrounding countries.
4. **Reduce unnecessary detail in the graphic.** Identify details that are not necessary for interpreting the information in the graphic. For example, a model of the water cycle may show crevices on the mountains, leaves on a tree, and waves in an ocean. Eliminate unnecessary details, as they are difficult to interpret tactilely.
5. **Remove frames or image outlines if they serve no purpose.** Ensure that all lines are necessary (e.g., line that indicates a body of water), and remove any that are not.
6. **Modify the size of the graphic.** Modify the graphic as needed to reduce clutter and allow a blank space between adjacent textures. Additionally, consider the size of the student’s hand.
7. **Use solid shapes as feasible.** When solid shapes do not clearly represent the information, use clear solid lines.
8. **Systematically teach exploration and interpretation of tactile graphics.** Systematic instruction and repetition are important when teaching a student to understand a tactile graphic. Pairing the tactile graphic with a 3-dimensional object may help (e.g., pair a raised line drawing of a pencil, an example of goods, with a pencil).

## Specific Graphic Type Guidance

Following is information for specific types of graphics that may support instruction in science and social studies.

### Graphic Organizers/Concept Maps

- It is best to present information to compare or make connections in a tactile graphic. A tactile graphic presents the information in a spatial display and aids in comparison better than a list.

### Diagrams/Models

- Limit the number of areas, lines, and labels. Having more than five make interpretation difficult.
- Consider pairing a tactile graphic with a 3-dimensional model.

### Timelines

- Present timelines in the same direction every time (i.e., horizontal or vertical).

### Maps

- Distinguish water from land using a consistent background texture for the water.
- Align the direction of the compass rose arrows with the lines of longitude and latitude on the map.

## Creating Tactile Graphics

Following are some ways to create tactile graphics. Additional information can be found at [www.tactilegraphics.org](http://www.tactilegraphics.org).

### Commercial products:

- Capsule paper or swell paper – print
- Thermoform

### Textures shapes can be made from:

- Sticky back textured papers found at craft stores
- Corrugated cardboard
- Fabric with texture (e.g., corduroy, denim)
- Silk leaves
- Cork
- Felt
- Vinyl
- Mesh tape (used for drywall)
- Sandpaper

### Raised lines can be made from:

- Glue (best not to use water-based glue)
- Wax pipe cleaners

## Resources

Creating Tactile Graphics created by the High Tech Center Training Unit provides basic principles of tactile graphics, characteristics of good tactile graphics, the planning process, guidelines for designs, and more. [http://www.htctu.net/trainings/manuals/alt/Tactile\\_Graphics.pdf](http://www.htctu.net/trainings/manuals/alt/Tactile_Graphics.pdf)

The Texas School for the Blind and Visually Impaired provided basic principles for Preparing Tactile Graphics, element arrangement on a tactile graphic, resources for preparing quality graphics, etc.  
<http://www.tsbvi.edu/graphics-items/1465-basic-principles-for-preparing-tactile-graphics>

## References

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## Picture Citations

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