

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
<p>1. Compare historical and current economic, political, and geographic information about Alabama on thematic maps, including weather and climate, physical-relief, waterway, transportation, political, economic development, land-use, and population maps.</p> <p>Describing types of migrations as they affect the environment, agriculture, economic development, and population changes in Alabama</p>	<p>Economics, Geography, History, Civics and Government Alabama Studies (Alabama) 4.AS.1</p>	<p>Students: Use thematic maps to identify:</p> <ul style="list-style-type: none"> <li>• historical and current economic information</li> <li>• political information</li> <li>• geographic information</li> <li>• weather and climate</li> <li>• physical features</li> <li>• waterways</li> <li>• migration patterns of people</li> <li>• transportation</li> <li>• land use</li> </ul> <p>population</p>	<ul style="list-style-type: none"> <li>• agriculture</li> <li>• economic development</li> </ul> <p>physical-relief maps</p>	<p>Students know:</p> <p>Many events can impact the population, economic development, and land use in an area.</p>	<p>The students are able to:</p> <ul style="list-style-type: none"> <li>• Analyze characteristics of Alabama using physical and thematic maps.</li> </ul> <p>Describe the relationship between human migration and population.</p>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>• Events can impact the population, economic development, and land use in an area.</li> </ul> <p>The climate and weather of our state impacts the population, economic development, and land use.</p>	<p>Click below to access all ALEX resources aligned to this standard.</p> <p><a href="#">ALEX Resources</a></p>
<p>2. Relate reasons for European exploration and settlement in Alabama to the impact of European explorers on trade, health, and land expansion in Alabama.</p>	<p>Economics, Geography, History, Civics and Government Alabama Studies (Alabama) 4.AS.2</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Locate on maps European settlements in early Alabama, including Fort Condé, Fort</li> </ul>	<ul style="list-style-type: none"> <li>• settlement</li> <li>• European exploration</li> <li>• culture</li> <li>• expansion</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>• The location, purpose, and importance of European settlements including Fort Conde, Fort</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the impact of European explorers on trade, health, and land</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>• There were specific reasons Europeans began exploring and</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li>• <a href="#">ALEX Resources</a></li> </ul>

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<ul style="list-style-type: none"> <li>Locating on maps European settlements in early Alabama, including Fort Condé, Fort Toulouse, and Fort Mims</li> <li>Tracing on maps and globes, the routes of early explorers of the New World, including Juan Ponce de León, Hernando de Soto, and Vasco Núñez de Balboa</li> <li>Explaining reasons for conflicts between Europeans and American Indians in Alabama from 1519 to 1840, including differing beliefs regarding land ownership, religion, and culture</li> </ul>		<p>Toulouse, and Fort Mims.</p> <ul style="list-style-type: none"> <li>Trace on maps and globes, the routes of early explorers of the New World, including Juan Ponce de León, Hernando de Soto, and Vasco Núñez de Balboa.</li> <li>Explain reasons for conflicts between Europeans and American Indians in Alabama from 1519 to 1840, including differing beliefs regarding land ownership, religion, and culture.</li> </ul>	<p>trade (barter)</p>	<p>Toulouse, and Fort Mims in early Alabama.</p> <ul style="list-style-type: none"> <li>The routes taken by early explorers including Juan Ponce de León, Hernando de Soto, and Vasco Núñez de Balboa.</li> <li>Reasons for conflicts between Europeans and American Indians in Alabama from 1519 to 1840, including differing beliefs regarding land ownership, religion, and culture.</li> </ul>	<p>expansion in Alabama.</p> <ul style="list-style-type: none"> <li>Locate on maps European settlements in early Alabama, including Fort Condé, Fort Toulouse, and Fort Mims.</li> <li>Trace on maps and globes, the routes of early explorers of the New World, including Juan Ponce de León, Hernando de Soto, and Vasco Núñez de Balboa.</li> </ul>	<p>settling in Alabama and this impacted existing settlements in Alabama.</p>	
--	--	---	-----------------------	--	--	---	--

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
<p><b>3. Explain the social, political, and economic impact of the War of 1812, including battles and significant leaders of the Creek War, on Alabama.</b>  <b>Examples: social—adoption of European culture by American Indians, opening of Alabama land for settlement</b>  <b>political—forced relocation of American Indians, labeling of Andrew Jackson as a hero and propelling him toward Presidency</b>  <b>economic—acquisition of tribal land in Alabama by the United States</b></p> <ul style="list-style-type: none"> <li>Explaining the impact of the Trail of Tears on Alabama American Indians' lives, rights, and territories</li> </ul>	<p>Economics, Geography, History, Civics and Government                      Alabama Studies (Alabama)                      4.AS.3</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Explain the social, political, and economic impact of the War of 1812, including battles and significant leaders of the Creek War, on Alabama.</li> <li>Explain the impact of the Trail of Tears on Alabama American Indians' lives, rights, and territories.</li> </ul>	<ul style="list-style-type: none"> <li>culture</li> <li>settlement</li> <li>relocation</li> <li>acquisition</li> <li>territory</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>Key battles of the War of 1812 that took place in Alabama including the Battle of Burnt Corn Creek, Fort Mims, the Canoe Fight, and the Battle of Horseshoe Bend.</li> <li>Key leaders of the Creek War including Andrew Jackson, William Weatherford, Tecumseh, and Alexander McGillivray.</li> <li>Reasons for and the impact of the Trail of Tears in Alabama.</li> </ul>	<p>The students will:</p> <ul style="list-style-type: none"> <li>Analyze the social impact of the War of 1812 including the adoption of European culture by American Indians, opening of Alabama land for settlement.</li> <li>Analyze the political impact of the War of 1812 including the forced relocation of American Indians.</li> <li>Formulate an opinion of whether or not Andrew Jackson was a hero and will defend that opinion.</li> <li>Analyze the economic impact of the War of 1812 including acquisition of tribal land in Alabama by the United States.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>The political, economic, and social decisions made by Alabama's early settlers impacted the lives of American Indians living in the territory.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

					<ul style="list-style-type: none"> <li>Analyze the impact of the Trail of Tears on Alabama's American Indians' lives, rights, and territories.</li> </ul>		
<p><b>4. Relate the relationship of the five geographic regions of Alabama to the movement of Alabama settlers during the early nineteenth century.</b></p> <ul style="list-style-type: none"> <li>Identifying natural resources of Alabama during the early nineteenth century</li> <li>Describing human environments of Alabama as they relate to settlement during the early nineteenth century, including housing, roads, and place names</li> </ul>	<p><b>Geography, History</b> Alabama Studies (Alabama) 4.AS.4</p>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Relate the relationship of the five geographic regions of Alabama to the movement of Alabama settlers during the early nineteenth century.</li> <li>Identify natural resources of Alabama during the early nineteenth century.</li> <li>Describe human environments of Alabama as they relate to settlement during the early nineteenth century, including</li> </ul>	<ul style="list-style-type: none"> <li>plateau</li> <li>region</li> <li>fall line</li> <li>plain</li> <li>river valley</li> <li>flood plain</li> <li>delta</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>The distinguishing characteristics of the five geographic regions of Alabama.</li> <li>Alabama's key natural resources including cotton, iron, timber, and rivers.</li> </ul>	<p><b>The students are able to :</b></p> <ul style="list-style-type: none"> <li>Analyze the relationship between Alabama's natural resources and the settlement of the area during the early 19<sup>th</sup> Century.</li> <li>Make the connection that a region of a state greatly affects the social and economic viability of that region.</li> </ul>	<p><b>Students understand that:</b></p> <ul style="list-style-type: none"> <li>Settlers chose to live in regions based on the natural resources available in that region.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

		housing, roads, and place names.					
<p><b>5. Describe Alabama's entry into statehood and establishment of its three branches of government and the constitutions.</b></p> <ul style="list-style-type: none"> <li>Explaining political and geographic reasons for changes in location of Alabama's state capital</li> <li>Recognizing roles of prominent political leaders during early statehood in Alabama, including William Wyatt Bibb, Thomas Bibb, Israel Pickens, William Rufus King, and John W. Walker</li> </ul>	<p>Geography, History, Civics and Government Alabama Studies (Alabama) 4.AS.5</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe Alabama's entry into statehood as well as identify and explain the role of its three branches of government and the constitutions.</li> </ul>	<ul style="list-style-type: none"> <li>legislative</li> <li>executive</li> <li>judicial</li> <li>constitution</li> <li>senate</li> <li>congress</li> <li>house of representatives</li> <li>governor</li> <li>checks and balances</li> <li>capital</li> <li>capitol</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>Alabama has had six different constitutions. Alabama has three branches of Government: Executive, Legislative, Judicial.</li> <li>The reasons why Alabama has had five different capitals.</li> <li>The roles of prominent political leaders during early statehood in Alabama, including William Wyatt Bibb, Thomas Bibb, Israel Pickens, William Rufus King, and John W. Walker.</li> <li>What the U.S. Constitution and the Northwest Territory</li> </ul>	<p>The students are able to:</p> <ul style="list-style-type: none"> <li>Analyze Alabama's entry into statehood.</li> <li>Identify and differentiate the roles of the three branches of government.</li> <li>Compare and contrast Alabama's constitutions.</li> <li>Explain political and geographic reasons for changes in location of Alabama's state capital.</li> <li>Recognize roles of prominent political leaders during early statehood in Alabama, including William Wyatt Bibb, Thomas Bibb, Israel Pickens, William</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>Many prominent people were involved in Alabama's entry into statehood and that our government was designed in a way that allowed a system of checks and balances to be in place.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

				<p>require of a territory to become a state.</p> <ul style="list-style-type: none"> <li>The history of early settlements in Alabama and the cession of Indian lands.</li> <li>What it means to have a republican form of government.</li> </ul>	<p>Rufus King, and John W. Walker.</p>		
<p>6. Describe cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople. Examples: cultural—housing, education, religion, recreation economic—transportation, means of support political—inequity of legal codes</p> <ul style="list-style-type: none"> <li>Describing major areas of agricultural production in Alabama, including the Black Belt and</li> </ul>	<p>Economics, Geography, History, Civics and Government Alabama Studies (Alabama) 4.AS.6</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople.</li> <li>Describe major areas of agricultural production in Alabama, including the Black Belt and</li> </ul>	<ul style="list-style-type: none"> <li>plantation</li> <li>Yeoman</li> <li>townspeople</li> <li>inequity</li> <li>agriculture</li> </ul> <p>fertile</p>	<p>Students know:</p> <ul style="list-style-type: none"> <li>During this time, most families in Alabama did not own slaves; most slaves were owned by Plantation Owners.</li> <li>Most of Alabama's families made a living through agriculture.</li> <li>The Black Belt and fertile river valleys were major areas of agricultural production.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Compare and contrast cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople.</li> <li>Describe major areas of agricultural production in Alabama, including the Black Belt and</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There were cultural, political, and economic inequities in Alabama in the early 19<sup>th</sup> Century between slaves, Yeoman farmers, and Plantation owners.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

fertile river valleys		fertile river valleys.			fertile river valleys.		
<p><b>7. Explain reasons for Alabama's secession from the Union, including sectionalism, slavery, states' rights, and economic disagreements.</b></p> <ul style="list-style-type: none"> <li>Identifying Alabama's role in the organization of the Confederacy, including hosting the secession convention and the inauguration ceremony for leaders</li> <li>Recognizing Montgomery as the first capital of the Confederacy</li> <li>Interpreting the Articles of the Confederation and the Gettysburg Address</li> </ul>	<p>Economics, History, Civics and Government Alabama Studies (Alabama) 4.AS.7</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Explain the reasons for Alabama's secession from the Union, including sectionalism, slavery, states' rights, and economic disagreements.</li> </ul>	<ul style="list-style-type: none"> <li>secession</li> <li>Union</li> <li>sectionalism</li> <li>slavery</li> <li>states' rights</li> <li>Confederacy</li> <li>inauguration</li> <li>ceremony</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The reasons Alabama seceded from the Union including sectionalism, slavery, states' rights, and economic disagreements. Alabama played an important role in forming the Confederacy.</li> <li>Montgomery was the first capital of the Confederacy.</li> <li>The Articles of Confederation served as a basis for the Constitution of the Confederacy.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Explain reasons for Alabama's secession from the Union, including sectionalism, slavery, states' rights, and economic disagreements.</li> <li>Analyze Alabama's role in the organization of the Confederacy, including hosting the secession convention and the inauguration ceremony for leaders.</li> <li>Identify Montgomery as the first capital of the Confederacy.</li> <li>Interpret the Articles of the Confederation and the</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>Economic and political disagreements led to Alabama's secession from the Union and Alabama played a major role in the creation of the Confederacy.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

					Gettysburg Address as primary documents.		
<p><b>8. Explain Alabama's economic and military role during the Civil War.</b>                      Examples: economic—production of iron products, munitions, textiles, and ships military—provision of military supplies through the Port of Mobile, provision of an armament center at Selma</p> <ul style="list-style-type: none"> <li>Recognizing military leaders from Alabama during the Civil War</li> <li>Comparing roles of women on the home front and the battlefield during and after the Civil War</li> <li>Explaining economic conditions as a result of the</li> </ul>	<p>Economics, History Alabama Studies (Alabama) 4.AS.8</p>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Explain Alabama's economic and military role during the Civil War and the economic conditions as a result of the Civil War.</li> </ul>	<ul style="list-style-type: none"> <li>textiles</li> <li>munitions</li> <li>armament</li> <li>casualties</li> <li>infrastructure</li> <li>economics</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>Alabama made important economic contributions to the Civil War including production of iron products, munitions, textiles, and ships.</li> <li>Alabama made important military contributions to the Civil War including provision of military supplies through the Port of Mobile and provision of an armament center at Selma.</li> <li>Women made significant contributions to the war on the home front and</li> </ul>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>Analyze the significance of Alabama's economic and military role during the Civil War including the production of iron products, munitions, textiles, and ships, providing military supplies through the Port of Mobile, and providing an armament center at Selma.</li> <li>Recognizing military leaders from Alabama during the Civil War.</li> <li>Compare and contrast the roles of women on the home front and the battlefield</li> </ul>	<p><b>Students understand that:</b></p> <ul style="list-style-type: none"> <li>Alabama played a significant role in the South's effort during the Civil War.</li> <li>The war caused catastrophic destruction in the South which devastated Alabama's economy.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p>Civil War, including the collapse of the economic structure, destruction of the transportation infrastructure, and high casualty rates</p>				<p>on the battlefield.</p> <ul style="list-style-type: none"> <li>• There were several important military leaders of the Civil War.</li> <li>• The destruction of the transportation infrastructure, and high casualty rates during the Civil War caused Alabama's economic structure to collapse.</li> </ul>	<p>during and after the Civil War.</p> <ul style="list-style-type: none"> <li>• Analyze how the collapse of the economic structure, destruction of the transportation infrastructure, and high casualty rates impacted Alabama's economic condition after the Civil War.</li> </ul>		
<p><b>9. Analyze political and economic issues facing Alabama during Reconstruction for their impact on various social groups.</b>  <b>Examples: political—military rule, presence of Freedmen's Bureau, Alabama's readmittance to the Union economic—sharecropping, tenant farming, scarcity of goods and money</b></p> <ul style="list-style-type: none"> <li>• <b>Interpreting the Thirteenth, Fourteenth,</b></li> </ul>	<p>Economics, History, Civics and Government                      Alabama Studies (Alabama)                      4.AS.9</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Analyze political and economic issues facing Alabama during Reconstruction for their impact on various social groups.</li> <li>• Interpret the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution</li> </ul>	<ul style="list-style-type: none"> <li>• Reconstruction</li> <li>• political parties</li> <li>• "Redeemer" Democrats</li> <li>• Radical Republicans</li> <li>• military rule</li> <li>• readmittance</li> <li>• restoration</li> <li>• Union</li> <li>• scarcity</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>• Alabama faced many political issues during Reconstruction including military rule, presence of Freedmen's Bureau, and Alabama's readmittance to the Union.</li> <li>• Alabama faced many economic issues during Reconstruction</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• Identify political issues facing Alabama during Reconstruction including military rule, presence of Freedmen's Bureau, and Alabama's readmittance to the Union.</li> <li>• Identify economic issues facing Alabama during</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>• Reconstruction was the rebuilding of Alabama's government and economy after the Civil War.</li> <li>• Alabama had to meet several specific criteria before being granted re-admittance to the Union</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li>• <a href="#">ALEX Resources</a></li> </ul>

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p><b>and Fifteenth Amendments to the Constitution of the United States</b></p> <ul style="list-style-type: none"> <li>Identifying African Americans who had an impact on Alabama during Reconstruction in Alabama</li> <li>Identifying major political parties in Alabama during Reconstruction</li> </ul>		<p>of the United States.</p> <ul style="list-style-type: none"> <li>Identify the achievements of African Americans who had an impact on Alabama during Reconstruction in Alabama.</li> <li>Analyze the impact of major political parties in Alabama during Reconstruction.</li> </ul>		<p>including sharecropping, tenant farming, scarcity of goods and money.</p> <ul style="list-style-type: none"> <li>Many African Americans, including James Rapier, Benjamin Turner, William Savery, and Jeremiah Haralson, had an impact on Alabama during Reconstruction.</li> <li>The major political parties in Alabama, including Radical Republicans, Bourbon Democrats, and Populists.</li> </ul>	<p>Reconstruction including sharecropping, tenant farming, scarcity of goods and money.</p> <ul style="list-style-type: none"> <li>Summarize the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States.</li> <li>Recall African Americans who had an impact on Alabama during Reconstruction in Alabama.</li> <li>Identify major political parties in Alabama during Reconstruction.</li> </ul>	<p>and that the criteria was see as controversial by some people in the state.</p>	
---	--	---	--	--	---	--	--

<p><b>10. Analyze social and educational changes during the late nineteenth and early twentieth centuries for their impact on Alabama.</b> Examples: social—<i>Plessey versus Ferguson</i></p>	<p>Economics, History, Civics and Government Alabama Studies (Alabama) 4.AS.10</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Analyze social changes during the late nineteenth and early twentieth centuries for their impact on Alabama</li> </ul>	<ul style="list-style-type: none"> <li>implementation</li> <li>agriculture</li> <li>"separate but not equal"</li> <li>Populism</li> <li>suffrage</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The social impact of the implementation of the <i>Plessey v. Ferguson</i> "separate but not equal" court decision</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Identify social changes in Alabama including implementation of the <i>Plessey versus Ferguson</i> "separate but</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>Industry and agriculture in Alabama saw many changes during the late nineteenth and early</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
--	--	--	---	---	--	--	--

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p>"separate but not equal" court decision, birth of the National Association for the Advancement of Colored People (NAACP) educational— establishment of normal schools and land-grant colleges such as Huntsville Normal School (Alabama Agricultural and Mechanical [A&amp;M] University), Agricultural and Mechanical College of Alabama (Auburn University), Tuskegee Normal and Industrial Institute (Tuskegee University), Lincoln Normal School (Alabama State University)</p> <ul style="list-style-type: none"> <li>Explaining the development and changing role of industry, trade, and agriculture in Alabama during the late nineteenth and early twentieth centuries, including the</li> </ul>		<p>including implementation of the <i>Plessey v. Ferguson</i> "separate but not equal" court decision, birth of the National Association for the Advancement of Colored People (NAACP).</p> <ul style="list-style-type: none"> <li>Analyze educational changes during the late nineteenth and early twentieth centuries for their impact on Alabama including the establishment of normal schools and land-grant colleges such as Huntsville Normal School (Alabama Agricultural and Mechanical [A&amp;M] University), Agricultural and Mechanical</li> </ul>		<p>and the birth of the National Association for the Advancement of Colored People (NAACP) on Alabama.</p> <ul style="list-style-type: none"> <li>The educational changes during the late nineteenth and early twentieth centuries impacted Alabama in several ways including the establishment of normal schools and land-grant colleges such as Huntsville Normal School (Alabama Agricultural and Mechanical [A&amp;M] University), Agricultural and Mechanical College of Alabama (Auburn University), Tuskegee Normal and Industrial</li> </ul>	<p>not equal" court decision, birth of the National Association for the Advancement of Colored People (NAACP).</p> <ul style="list-style-type: none"> <li>Identify educational changes during the late nineteenth and early twentieth centuries for their impact on Alabama including the establishment of normal schools and land-grant colleges such as Huntsville Normal School (Alabama Agricultural and Mechanical [A&amp;M] University), Agricultural and Mechanical College of Alabama (Auburn University), Tuskegee</li> </ul>	<p>twentieth centuries.</p> <ul style="list-style-type: none"> <li>Social (racial) injustices occurred in Alabama during this time and these injustices impacted Alabama.</li> <li>Many key Alabamians had an impact on the world of education.</li> </ul>	
--	--	---	--	--	--	--	--

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p>rise of Populism</p> <ul style="list-style-type: none"> <li>Explaining the Jim Crow laws</li> <li>Identifying Alabamians who made contributions in the fields of science, education, the arts, politics, and business during the late nineteenth and early twentieth centuries</li> </ul>		<p>College of Alabama (Auburn University), Tuskegee Normal and Industrial Institute (Tuskegee University), Lincoln Normal School (Alabama State University).</p> <ul style="list-style-type: none"> <li>Analyze the development and changing role of industry, trade, and agriculture in Alabama during the late nineteenth and early twentieth centuries, including the rise of Populism.</li> <li>Describe Jim Crow laws and their purpose.</li> <li>Analyze the impact of Alabamians who made contributions in the fields of science,</li> </ul>		<p>Institute (Tuskegee University), Lincoln Normal School (Alabama State University).</p> <ul style="list-style-type: none"> <li>The changing role of industry, trade, and agriculture in Alabama during the late nineteenth and early twentieth centuries, including the rise of Populism.</li> <li>The purposes and the effects of Jim Crow Laws.</li> <li>Important Alabamians who made contributions in the fields of science, education, the arts, politics, and business during the late nineteenth and early twentieth centuries including Booker T.</li> </ul>	<p>Normal and Industrial Institute (Tuskegee University), Lincoln Normal School (Alabama State University).</p> <ul style="list-style-type: none"> <li>Identify the cause and effect relationship between the development and changing role of industry, trade, and agriculture in Alabama during the late nineteenth and early twentieth centuries, including the rise of Populism.</li> <li>Interpret the Jim Crow laws.</li> <li>Identify Alabamians who made contributions in the fields of science, education, the arts, politics, and business</li> </ul>		
--	--	---	--	--	---	--	--

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

		education, the arts, politics, and business during the late nineteenth and early twentieth centuries.		Washington, George Washington Carver, Jesse Owens, Tallulah Bankhead, W.C. Handy, Helen Keller, Patti Ruffner Jacobs, and Julia Tutwiler.	during the late nineteenth and early twentieth centuries.		
<p><b>11. Describe the impact of World War I on Alabamians, including the migration of African Americans from Alabama to the North and West, utilization of Alabama's military installations and training facilities, and increased production of goods for the war effort.</b></p> <ul style="list-style-type: none"> <li>Recognizing Alabama participants in World War I, including Alabama's 167<sup>th</sup> Regiment of the Rainbow Division</li> <li>Identifying World War I technologies, including airplanes,</li> </ul>	Economics, Geography, History Alabama Studies (Alabama) 4.AS.11	<p>Students:</p> <ul style="list-style-type: none"> <li>Analyze the impact of World War I on Alabamians.</li> <li>Describe the causes that led to the migration of African Americans from Alabama to the North and West.</li> <li>Analyze the purpose of the utilization of Alabama's military installations and training facilities.</li> <li>Analyze the causes and effects of the increased</li> </ul>	<ul style="list-style-type: none"> <li>analyze</li> <li>infer</li> <li>assess</li> <li>home front</li> <li>propaganda</li> <li>installation</li> <li>utilization</li> <li>technology</li> <li>WWI</li> <li>Great Migration</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>How Alabamians were impacted by WWI.</li> <li>The factors that led to the migration of African Americans from Alabama to the North and West.</li> <li>Alabama was home to many military installations and training facilities.</li> <li>The production of many goods increased greatly as a</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Recognize the impact of World War I on Alabamians.</li> <li>Trace on a map the migration of African Americans from Alabama to the North and West.</li> <li>Identify Alabama's military installations and training facilities.</li> <li>Analyze graphs to determine increased production of specific goods during WWI.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>World War I had a significant impact on Alabama.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p><b>machine guns, and chemical warfare</b></p>		<p>production of goods for the war effort.</p> <ul style="list-style-type: none"> <li>Assess the importance of Alabama's participation in World War I, including Alabama's 167<sup>th</sup> Regiment of the Rainbow Division.</li> <li>Analyze the impact of World War I technologies, including airplanes, machine guns, and chemical warfare on the end result of the war and on Alabama's economy.</li> </ul>		<p>result of the war.</p> <ul style="list-style-type: none"> <li>Many Alabamians participated in the war including Alabama's 167<sup>th</sup> Regiment of the Rainbow Division.</li> <li>New technologies, including airplanes, machine guns, and chemical warfare, greatly impacted the outcome of the war.</li> </ul>	<ul style="list-style-type: none"> <li>Identify World War I technologies, including airplanes, machine guns, and chemical warfare.</li> </ul>		
--	--	--	--	---	---	--	--

<p><b>12. Explain the impact the 1920s and Great Depression had on different socioeconomic groups in Alabama. Examples: 1920s— increase in availability of electricity, employment opportunities, wages, products, consumption of goods and services;</b></p>	<p>Economics, History Alabama Studies (Alabama) 4.AS.12</p>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Describe the impact the 1920s had on different socioeconomic groups in Alabama.</li> <li>Summarize the impact the</li> </ul>	<ul style="list-style-type: none"> <li>analyze</li> <li>supply and demand</li> <li>overproduction</li> <li>overcropping</li> <li>TVA</li> <li>unemployment</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>The increase in availability of electricity, employment opportunities, wages, products, consumption of goods and services, the</li> </ul>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>Explain the impact the 1920s had on different socioeconomic groups in Alabama including increase in availability of</li> </ul>	<p><b>Students understand that:</b></p> <ul style="list-style-type: none"> <li>Events and consumer habits in the 1920's impacted the lives of Alabamians and how they lived during</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
---	---	---	---	---	---	---	--

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
<p>overproduction of goods; stock market crash Great Depression— overcropping of land, unemployment, poverty, establishment of new federal programs</p> <ul style="list-style-type: none"> <li>Explaining how supply and demand impacted economies of Alabama and the United States during the 1920s and the Great Depression</li> </ul>		<p>Great Depression had on different socioeconomic groups in Alabama.</p> <ul style="list-style-type: none"> <li>Describe how supply and demand impacted economies of Alabama and the United States during the 1920s and the Great Depression.</li> </ul>	<ul style="list-style-type: none"> <li>poverty</li> <li>wages</li> <li>consumption</li> <li>stock market</li> <li>Great Depression</li> <li>migrant</li> <li>foreclosure</li> <li>soup kitchen</li> <li>relief</li> <li>discrimination</li> <li>segregation</li> <li>consumer goods</li> </ul>	<p>overproduction of goods, and the stock market crash each had an impact on Alabama in the 1920's.</p> <ul style="list-style-type: none"> <li>The overcropping of land, unemployment, poverty, establishment of new federal programs impacted Alabama during the Great Depression.</li> <li>Supply and demand had an impact on the economies of Alabama and the United States during the 1920s and the Great Depression.</li> </ul>	<p>electricity, employment opportunities, wages, products, consumption of goods and services; overproduction of goods; stock market crash.</p> <ul style="list-style-type: none"> <li>Explain the impact the Great Depression had on different socioeconomic groups in Alabama including overcropping of land, unemployment, poverty, establishment of new federal programs.</li> <li>Interpret data linked to supply and demand and understand how this impacted economies of Alabama and the United States during the 1920s and</li> </ul>	<p>the Great Depression.</p>	

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

					<b>the Great Depression. Analyze the human impact of New Deal programs on the people of Alabama.</b>		
<p><b>13. Describe the economic and social impact of World War II on Alabamians, including entry of women into the workforce, increase in job opportunities, rationing, utilization of Alabama's military installations, military recruitment, the draft, and a rise in racial consciousness.</b></p> <ul style="list-style-type: none"> <li>Recognizing Alabama participants in World War II, including the Tuskegee Airmen and women in the military</li> <li>Justifying the strategic placement of military bases in Alabama, including Redstone</li> </ul>	<p>Economics, Geography, History Alabama Studies (Alabama) 4.AS.13</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe the economic and social impact of World War II on Alabamians, including the entry of women into the workforce, increase in job opportunities, rationing, utilization of Alabama's military installations, military recruitment, the draft, and a rise in racial consciousness.</li> <li>Justify the strategic placement of military bases in Alabama, including Redstone Arsenal, Fort</li> </ul>	<ul style="list-style-type: none"> <li>analyze</li> <li>justify</li> <li>workforce</li> <li>rationing</li> <li>draft</li> <li>strategic</li> <li>Tuskegee Airmen</li> <li>victory garden</li> <li>recruit</li> <li>segregation</li> <li>discrimination</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>How World War II impacted Alabama economically and socially.</li> <li>Women played an important role in the military.</li> <li>Racial tensions affected Alabamians on the homefront.</li> <li>The importance of the Tuskegee Airmen.</li> <li>The involvement of Alabamians in the War Effort varied from helping on the homefront to volunteering or being drafted to</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Describe the economic and social impact of World War II on Alabamians, including the entry of women into the workforce, increase in job opportunities, rationing, utilization of Alabama's military installations, military recruitment, the draft, and a rise in racial consciousness.</li> <li>Identify Alabama participants in World War II, including the Tuskegee Airmen and</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>Even though WWII was being fought on foreign soil, it still impacted the social and economic lives of Alabamians in many ways.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p><b>Arsenal, Fort Rucker, Fort McClellan, and Craig Air Force Base</b></p>		<p>Rucker, Fort McClellan, and Craig Air Force Base.</p>		<p>serve in combat.</p> <ul style="list-style-type: none"> <li>Alabama had important military bases during WWII including Redstone Arsenal, Fort Rucker, Fort McClellan, and Craig Air Force Base.</li> </ul>	<p>women in the military.</p> <ul style="list-style-type: none"> <li>Locate military bases in Alabama, including Redstone Arsenal, Fort Rucker, Fort McClellan, and Craig Air Force Base.</li> </ul>		
<p><b>14. Analyze the modern Civil Rights Movement to determine the social, political, and economic impact on Alabama.</b></p> <ul style="list-style-type: none"> <li>Recognizing important persons of the modern Civil Rights Movement, including Martin Luther King, Jr.; George C. Wallace; Rosa Parks; Fred Shuttlesworth; John Lewis; Malcolm X; Thurgood Marshall; Hugo Black; and Ralph</li> </ul>	<p>Economics, Geography, History, Civics and Government Alabama Studies (Alabama) 4.AS.14</p>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Describe the social, political, and economic impact of the modern Civil Rights Movement on Alabama.</li> <li>Describe the impact of important persons of the modern Civil Rights Movement, including Martin Luther King, Jr.; George C. Wallace; Rosa Parks; Fred Shuttlesworth; John Lewis;</li> </ul>	<ul style="list-style-type: none"> <li>analyze</li> <li>interpret</li> <li>discrimination</li> <li>prejudice</li> <li>protest (violent and non-violent)</li> <li>boycott</li> <li>sit-in</li> <li>segregation</li> <li>integration</li> <li>Jim Crow</li> <li>suffrage</li> <li>rights</li> <li>NAACP</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>Many of the key leaders that were vital to the modern Civil Rights movement including Martin Luther King, Jr.; George C. Wallace; Rosa Parks; Fred Shuttlesworth; John Lewis; Malcolm X; Thurgood Marshall; Hugo Black; and Ralph David Abernathy.</li> <li>How the Montgomery Bus Boycott</li> </ul>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>Recognize important persons of the modern Civil Rights Movement, including Martin Luther King, Jr.; George C. Wallace; Rosa Parks; Fred Shuttlesworth; John Lewis; Malcolm X; Thurgood Marshall; Hugo Black; and Ralph David Abernathy.</li> <li>Describe events of the modern Civil Rights</li> </ul>	<p><b>Students understand that:</b></p> <ul style="list-style-type: none"> <li>Many individuals and events had a social, political, and economic impact on the people of Alabama during the modern Civil Rights Movement. There were many benefits of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and Brown v. Board (1954).</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p>David Abernathy</p> <ul style="list-style-type: none"> <li>Describing events of the modern Civil Rights Movement, including the Montgomery Bus Boycott, the Sixteenth Street Baptist Church bombing in Birmingham, the Freedom Riders bus bombing, and the Selma-to-Montgomery March</li> <li>Explaining benefits of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and <i>Brown versus Board of Education</i> Supreme Court case of 1954</li> <li>Using vocabulary associated with the modern Civil Rights</li> </ul>		<p>Malcolm X; Thurgood Marshall; Hugo Black; and Ralph David Abernathy.</p> <ul style="list-style-type: none"> <li>Summarize the significance of key events of the modern Civil Rights Movement, including the Montgomery Bus Boycott, the Sixteenth Street Baptist Church bombing in Birmingham, the Freedom Riders bus bombing, and the Selma-to-Montgomery March.</li> <li>Interpret the Civil Rights Act of 1964, the Voting Rights Act of 1965, and <i>Brown versus Board of Education</i> Supreme Court case of 1954.</li> <li>Will identify the purpose and</li> </ul>		<p>and other forms of protest impacted Alabama's economy.</p> <ul style="list-style-type: none"> <li>How the many forms of non-violent protests were used to help African Americans in Alabama gain equality including the Montgomery Bus Boycott, the Selma-to-Montgomery March, and children's marches.</li> <li>African Americans in Alabama were often the victims of violence while trying to gain equality (Sixteenth Street Church bombing, Freedom Riders bus bombing).</li> </ul>	<p>Movement, including the Montgomery Bus Boycott, the Sixteenth Street Baptist Church bombing in Birmingham, the Freedom Riders bus bombing, and the Selma-to-Montgomery March.</p> <ul style="list-style-type: none"> <li>Interpret primary sources such as the Civil Rights Act of 1964, the Voting Rights Act of 1965, <i>Brown versus Board of Education</i> Supreme Court case of 1954, and Letters from the Birmingham Jail.</li> <li>Use vocabulary associated with the modern Civil Rights Movement, including discrimination,</li> </ul>	<ul style="list-style-type: none"> <li>The doctrine of separate but equal called for specific things.</li> <li>These events also had a significant impact on the nation.</li> </ul>	
---	--	---	--	--	--	---	--

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

		goals of education in American society and explain why African Americans chose to challenge segregated education in their quest for equality.			prejudice, segregation, integration, suffrage, and rights.		
<ul style="list-style-type: none"> <li>15. Identify major world events that influenced Alabama since 1950, including the Korean Conflict, the Cold War, the Vietnam War, the Persian Gulf War, and the War on Terrorism.</li> </ul>	History Alabama Studies (Alabama) 4.AS.15	Students: <ul style="list-style-type: none"> <li>Describe important events that have influenced Alabama since 1950.</li> </ul>	<ul style="list-style-type: none"> <li>Korean Conflict</li> <li>Cold War</li> <li>Vietnam War</li> <li>Persian Gulf War</li> <li>War on Terrorism</li> </ul>	Students know: <ul style="list-style-type: none"> <li>Important world events that have influenced Alabama since 1950.</li> </ul>	Students are able to: <ul style="list-style-type: none"> <li>Locate places related to important events on a map.</li> <li>Create a timeline of important events.</li> </ul>	Students understand that: <ul style="list-style-type: none"> <li>Important world events have a significant impact on Alabama.</li> <li>There is a history and importance of Marshall Space Flight Center in Huntsville.</li> <li>The Apollo missions had an impact on Alabama and the World.</li> </ul>	Click below to access all ALEX resources aligned to this standard. <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
16. Determine the impact of population growth on cities, major road systems,	Economics, Geography, History Alabama	Students: <ul style="list-style-type: none"> <li>Assess the impact of</li> </ul>	<ul style="list-style-type: none"> <li>assess</li> <li>technological advancements</li> </ul>	Students know: <ul style="list-style-type: none"> <li>The causes of population</li> </ul>	Students are able to: <ul style="list-style-type: none"> <li>Identify major road systems,</li> </ul>	Students understand that:	Click below to access all ALEX

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
<p>demographics, natural resources, and the natural environment of Alabama during the late twentieth and early twenty-first centuries.</p> <ul style="list-style-type: none"> <li>Describing how technological advancements brought change to Alabamians, including the telephone; refrigerator; automobile; television; and wireless, Internet, and space technologies</li> </ul> <p>Relating Alabama's economy to the influence of foreign-based industry, including the automobile industry</p>	<p>Studies (Alabama) 4.AS.16</p>	<p>population growth on cities, major road systems, demographics, natural resources, and the natural environment of Alabama during the late twentieth and early twenty-first centuries.</p> <ul style="list-style-type: none"> <li>Assess how technological advancements brought change to Alabamians, including the telephone; refrigerator; automobile; television; and wireless, Internet, and space technologies.</li> <li>Assess the cause and effect of foreign based industry on Alabama's economy including the automobile industry.</li> </ul>	<ul style="list-style-type: none"> <li>population growth</li> <li>demographics</li> <li>natural resources</li> <li>foreign-based</li> <li>economy</li> </ul>	<p>growth in cities includes natural resources, advancements in technology, and placement of foreign based industries.</p> <ul style="list-style-type: none"> <li>Key technology inventions that have changed the lives of Alabamians.</li> <li>Key technology inventions that have changed the power of the media's influence over Alabamians.</li> <li>Location of major waterways and road systems in Alabama impacts the population density of an area.</li> </ul>	<p>natural resources, and areas of population growth.</p> <ul style="list-style-type: none"> <li>Relate Alabama's economy to the influence of technology and foreign based industry.</li> </ul>	<ul style="list-style-type: none"> <li>Technological advancements that have occurred in the twentieth and twenty-first centuries have greatly impacted the lives of Alabamians socially, economically, and globally.</li> <li>The natural resources available in Alabama in the twentieth and twenty-first centuries led to the growth of Alabama's population.</li> </ul>	<p>resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

Grade 4 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

•		•	•	•	•	•	•
---	--	---	---	---	---	---	---