



Recommended 4th Grade Curriculum Framework

Content: SOCIAL STUDIES: Grade 4						
Topic: Regions of the United States (Weeks 1-14)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>Focus: Regions of the U.S Integrating Economics</p> <p>POS-SS-4-CS-1 Students will understand similarities and differences in the ways groups and cultures within Kentucky and regions of the United States address similar needs and concerns.</p> <p>SS-E-2.1.2 Elements of culture (e.g., language, music, art, dress, food, stories, folktales) serve to define specific groups and may result in unique perspectives.</p> <p>SS-E-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.</p> <p>POS-SS-4-G-1 Students will understand that all places on earth have an absolute and relative location.</p>	<p>POS-SS-4-CS-2 Students will recognize the elements of culture using different groups from Kentucky's past and regions of the United States as examples.</p> <p>POS-SS-4-G-2 Students will recognize the five themes of geography (location, place, regions, movement, and</p>					

Content: SOCIAL STUDIES: Grade 4

Topic: Regions of the United States (Weeks 1-14)

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p>Activities (HOW will you teach it?)</p>	<p>Resources (What MATERIALS will you need?)</p>	<p>Differentiation (How will you reach the DIVERSITY of learners?)</p>	<p>Literacy Connection (How will you use READING and WRITING with this material?)</p>
<p>POS-SS-4-G-4 Students will understand how humans have interacted with the physical environment to meet their needs in Kentucky and regions of the United States.</p> <p>SS-E-4.1.1 Simple physical, political, and thematic maps, globes, charts, photographs, aerial photography, and graphs can be used to find and explain locations and display information.</p> <p>SS-E-4.1.2 Every point on earth has an absolute location defined by latitude and longitude, and a relative location as compared to other points on earth's surface.</p> <p>SS-E-4.1.3 Mental maps are used to demonstrate where things are and how they are arranged.</p> <p>SS-E-4.1.4 After looking at spatial factors, decisions (e.g., where to locate a store, house, playground, or equipment on a playground) are made about where to locate human activities on Earth's surface.</p>	<p>relationships within places) and use them to analyze geographic issues and problems in Kentucky and regions of the United States.</p> <p>POS-SS-4-G-3 Students will use various representations of the Earth (e.g., maps, globes, mental maps) to find and explain human and physical geographic features in Kentucky and regions of the United States.</p> <p>POS-SS-4-G-6 Students will use a variety of tools to obtain and present geographic information about the United States and its close neighbors. (i.e. Canada and Mexico)</p> <p>POS-SS-4-G-7 Students will develop mental maps of the United States and its regions.</p> <p>POS-SS-4-G-8 Students will recognize unique places in regions of the United States.</p>					

Content: SOCIAL STUDIES: Grade 4

Topic: Regions of the United States (Weeks 1-14)

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p>Activities (HOW will you teach it?)</p>	<p>Resources (What MATERIALS will you need?)</p>	<p>Differentiation (How will you reach the DIVERSITY of learners?)</p>	<p>Literacy Connection (How will you use READING and WRITING with this material?)</p>
<p>SS-E-4.1.5 Different factors in one location can have an impact on another location (e.g., natural disasters, damming a river).</p> <p>SS-E-4.2.1 Every place is unique and can be described by its human (e.g., language, religion, housing) and physical characteristics (e.g., landforms, climates, water).</p> <p>SS-E-4.2.2 Regions are areas that have one or more physical or human characteristics in common (e.g., physical; geographical regions of Kentucky, South, Midwest, Western Hemisphere; human: Appalachia, Corn Belt, Amish Country).</p> <p>POS-SS-4-E-1 Students will understand the basic economic problem of scarcity (imbalance between unlimited wants and limited resources) and recognize how people have addressed the problem through decision-making.</p> <p>POS-SS-4-E-2 Students will understand that producers</p>	<p>POS-SS-4-E-4 Students will recognize that economic systems are created to deal with the problem of scarcity.</p> <p>Culture and Society A.E.2.16 Students observe, analyze and interpret human behaviors, social groupings and institutions to better understand people and the relationship</p>					

Content: SOCIAL STUDIES: Grade 4

Topic: Regions of the United States (Weeks 1-14)

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p>Activities (HOW will you teach it?)</p>	<p>Resources (What MATERIALS will you need?)</p>	<p>Differentiation (How will you reach the DIVERSITY of learners?)</p>	<p>Literacy Connection (How will you use READING and WRITING with this material?)</p>
<p>create goods and services and consumers make economic decisions and choices.</p> <p>POS-SS-4-E-3 Students will understand economic concepts (e.g., markets, goods, and services, supply and demand, scarcity, opportunity cost, money as a means of exchange profits) and use them appropriately in context to explain conditions or events in Kentucky history and regions of the United States.</p> <p>SS-E-3.2.1 Economic systems can be large (e.g., U.S. economy) or small (e.g., individuals and households).</p> <p>SS-E-3.2.3 The U.S. economic system is based on free enterprise where businesses seek to make profits by producing or selling goods or services.</p> <p>SS-E-3.2.4 Profit is the difference between revenues and the costs entailed in producing many different things.</p>	<p>among individuals and among groups.</p> <p>A.E. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and our world.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> Identify cultural bias and stereotyping. Describe cultural universals, similarities, and differences. Recognize that culture is learned. Investigate how our society is influenced by a variety of cultures. <p>Geography</p> <p>A.E.2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> Compare regions to identify unifying characteristics. Examine the interaction between people and their environment and predict trends. Understands and uses developmentally 					

Content: SOCIAL STUDIES: Grade 4

Topic: Regions of the United States (Weeks 1-14)

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p>Activities (HOW will you teach it?)</p>	<p>Resources (What MATERIALS will you need?)</p>	<p>Differentiation (How will you reach the DIVERSITY of learners?)</p>	<p>Literacy Connection (How will you use READING and WRITING with this material?)</p>
<p>SS-E-3.4.3 Producers who specialize create a small range of goods and services instead of producing many different things.</p> <p>SS-E-3.1.1 Productive resources (land, labor, capital) are limited and do not satisfy all the wants of individuals, societies, and governments (scarcity).</p>	<p>appropriate vocabulary.</p> <ul style="list-style-type: none"> • Use a variety of means to identify absolute and relative location. • Use geographic sources of information and data for a purpose. <p>Economics</p> <p>A.E.2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Recognize and apply fundamental economic concepts (e.g., wants and needs, supply and demand, scarcity). • Recognize and apply fundamental economic concepts (e.g., wants and needs, supply and demand, scarcity). • Explore interdependent relationships among personal, local, state, national, and international economies. 					