



Recommended 4th Grade Curriculum Framework

Content: SOCIAL STUDIES: Grade 4						
Topic: Early Kentucky : Exploration and The Frontier (Weeks19-22)						
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>SS-E-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.</p> <p>SS-E-2.4.1 As cultures emerge and develop, conflict and competition (e.g., disagreements, arguments, stereotypes, prejudice) may occur.</p> <p>SS-E-2.4.2 Compromise and cooperation are tools for social interaction.</p> <p>SS-E-3.3.2 The direct exchange of goods and services is called barter. Money has generally replaced barter as a more efficient system for exchange.</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 U.S. as examples.</p> <p>POS-SS-4-CS-4 Students will recognize how tensions and conflict can develop between and among individuals, groups, and institutions.</p> <p>POS-SS-4-CS-5 Students will analyze strategies and ways to achieve conflict resolution.</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</p>					

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<p>SS-E-4.4.3 The physical environment both promotes and limits human activities (e.g., mountains as barriers or as protection, rivers used as boundaries or transportation routes).</p> <p>POS-SS-4-H-1 Students will develop a chronological understanding of Kentucky's early development as a territory and state.</p> <p>POS-SS-4-H-4 Students will understand different groups throughout Kentucky's history and their reasons for exploring and or/settling in Kentucky.</p> <p>SS-E-5.1.2 History can be understood by using a variety of primary and secondary sources and tools (e.g., artifacts, diaries, time lines).</p> <p>SS-E-5.2.1 Native American cultures, in Kentucky, had similarities (e.g., gender roles, family organization, religion,</p>	<p>explain conditions or events in Kentucky history and regions of the United States</p> <p>POS-SS-4-G-5 Students will recognize how the physical environment, especially in the past, limited and promoted human settlement and activities in Kentucky.</p> <p>POS-SS-4-H-2 Students will explore different perspectives and interpretations of Kentucky history by using primary and secondary sources, artifacts, and time lines.</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 among individuals and among groups. A.E. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and our world.</p>					

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<p>values) and differences (e.g., language, shelter, tools, foods, and clothing). Suggested link; Native American culture clash.</p> <p>SS-E-5.2.2 People explored and settled Kentucky for multiple reasons: freedoms, opportunities, fleeing negative situations.</p>	<p>Demonstrators</p> <ul style="list-style-type: none"> Recognize roles within various social groupings. Recognize and respect various individual and group belief systems. Recognize that culture is learned. Explore conflict resolution strategies for problems arising from cultural tensions. Demonstrate an ability to function as part of a social system. <p>Historical Perspective AE. 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective</p> <p>Demonstrators</p> <ul style="list-style-type: none"> Make inferences about issues, events, or people based on historical data. Explore temporal relationships of historical events. Examine cause-and-effect and multiple causation. 					

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	<p>Geography 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"> • Explain the influence of geographic factors on human movement. • Examine the interaction between people and their environment and predict trends. <p>Economics 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). <p>A.E. 6.1</p> <ul style="list-style-type: none"> • Analyze a situation from different perspectives. 					