

Grade 4 Social Studies LAB Curriculum Map

Grade 4 UNIT 2/Weeks 2, 3, & 5 (August 22, September 3, September 23, 2014) Constitution Day Week 4 (September 12, 2014)

Topic: GEOGRAPHY *Kentucky Regions*

EQ: How can I describe the natural regions of Kentucky?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
<p>SS-04-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify and describe natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) in regions of Kentucky and the United States.</p> <p>SS-04-4.1.2 Students will use geographic tools to locate major landforms, bodies of water, places and objects in Kentucky by their absolute and relative locations. (Include the United States)</p> <p>SS-04-4.1.3 Students will describe how different factors (e.g. rivers, mountains) influence where human activities were/are located in Kentucky. (Include the United States)</p> <p>SS-04-4.2.1 Students will compare regions in Kentucky and the United States by their human characteristics (e.g language, settlement</p>	<p>Unit 2 Kentucky Regions lesson plan</p>	<p>I can identify and describe natural resources and physical characteristics in KY and US by using geographic tools.</p> <p>I can use maps and globes to locate major landforms, bodies of water, places and objects in KY.</p> <p>I can define absolute Location, and relative location.</p> <p>I can use longitude and latitude to find absolute location in regions of KY and US.</p> <p>I can describe how physical features influence human activity in the US.</p> <p>I can use maps and globes to locate major landforms, bodies of water, places and objects in KY.</p> <p>I can use geographic tools to identify natural resources and other physical characteristics</p>	<p>Geographic tools Maps Charts Graphs Natural resources Physical characteristics Landforms Bodies of water Climate Weather Roads Bridges Absolute location Relative location Longitude Latitude Physical features Rivers Mountains Landforms Bodies of water Movement Settlement</p>	

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Grade 4 UNIT 2/Weeks 2, 3, & 5 (August 22, September 3, September 23, 2014) *Constitution Day Week 4 (September 12, 2014)*

Topic: GEOGRAPHY *Kentucky Regions*

EQ: How can I describe the natural regions of Kentucky?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
patterns, beliefs) and physical characteristics (e.g., climate, landforms, bodies of water). SS-E-4.1.5 Different factors in one location can have an impact on another location. (e.g., natural disasters, damming a river).				

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Grade 4 UNIT 3/Weeks 6 – 7 and 9 (October 2, October 15, November 5) (Veterans Day Prep Week 8)				
Topic: HISTORICAL PERSPECTIVE <i>The First Kentuckians</i>				
EQ: What was life like for the Native Americans in Kentucky County, Virginia?				
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
<p>SS-04-2.1.1 Students will identify early cultures (Native American, Appalachian, pioneers) in Kentucky and explain their similarities and differences.</p> <p>SS-04-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify and describe natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) in regions of Kentucky and the United States.</p> <p>SS-04-4.3.1 Students will describe patterns of human settlement in regions of Kentucky and explain how these patterns were/are influenced by physical characteristics (e.g., climate, landforms, bodies of water).</p> <p>SS-04-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Kentucky and explain its impact on the environment</p>	<p>4th Grade Unit 3 Kentucky Native American lesson plan</p> <p>http://www.ket.org/kentuckystory/program1.htm</p> <p>https://app.box.com/s/qyo2yfitbg6tmj5egx9b</p>	<p>I can identify groups of early Native Americans who first lived in Kentucky.</p> <p>I can explain similarities and differences of early Native Americans in Kentucky.</p> <p>I can use geographic tools (maps) to identify prehistoric Native-American sites in Kentucky.</p> <p>I can describe the patterns of early Native-American settlements in regions of Kentucky.</p> <p>I can explain how these patterns were/are influenced by physical characteristics (climate, landforms, bodies of water) in Kentucky.</p> <p>I can give examples of how Native Americans in early settlements adapted to/modified their needs during the history of Kentucky.</p>	<p>Paleoindian Period: the period of time ranging nearly 12,000 years ago when the first Native Americans lived in Kentucky (10,000 B.C.to 8,000 B.C.)</p> <p>Archaic Period: the longest period of Native-American life in Kentucky in which the climate became warmer and drier (8,000 B.C. to 1,000 B.C.)</p> <p>Woodland Period: the period of Native-American life in which gardening increased increased and led to more sedentary lifestyle (1,000 B.C. to A.D. 1000)</p> <p>Late Prehistoric Period: the period in which corn-based farming flourished and led to an</p>	

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Grade 4 UNIT 3/Weeks 6 – 7 and 9 (October 2, October 15, November 5) (Veterans Day Prep Week 8)

Topic: HISTORICAL PERSPECTIVE *The First Kentuckians*

EQ: What was life like for the Native Americans in Kentucky County, Virginia?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
today.				

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Grade 4 UNIT 4/Weeks 10, 11, and 12 (November 25, December 9 & December 18, 2014)				
Topic: HISTORICAL PERSPECTIVE <i>Kentucky Explorers and Hunters</i>				
EQ: Why did diverse groups explore Kentucky?				
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
<p>SS-04-5.2.2 Students will identify and compare the cultures of diverse groups and explain why people explored and settled in Kentucky.</p> <p>SS-04-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred during the early settlement of Kentucky between diverse groups (Native Americans, early settlers).</p> <p>SS-04-4.4.2 Students will describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) both promoted and restricted human activities during the early settlement of Kentucky</p>	<p>4th Grade Unit 4 Kentucky Explorers and Hunters lesson plan</p> <p>http://www.ket.org/kentuckystory/program2.htm</p> <p>Placards 4A and 4B</p>	<p>I can identify diverse groups that explored in Kentucky.</p> <p>I can explain why diverse groups settled in Kentucky.</p> <p>I can compare cultures of diverse groups that explored and settled in Kentucky.</p> <p>I can describe various forms of interactions between settlers and others (Native Americans, enslaved persons, other settlers, etc.).</p> <p>I can explain how the physical environment promoted and limited human activities during the early settlement of Kentucky.</p> <p>I can explain how the physical environment restricted human activities during the early settlement of Kentucky</p>	<p>Pioneers Culture</p>	

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Grade 4 UNIT 5/Weeks 13				
Topic: HISTORICAL PERSPECTIVE <i>Settlers Move Into Kentucky</i>				
EQ: Why did diverse groups settle in Kentucky?				
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
<p>SS-04-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred during the early settlement of Kentucky between diverse groups (Native Americans, early settlers).</p> <p>SS-04-4.3.2 Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in Kentucky.</p> <p>SS-04-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify and describe natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) in regions of Kentucky and the United States.</p> <p>SS-04-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, time lines) to describe significant events in the history of Kentucky and interpret</p>	<p>Survival of a People http://www.ket.org/kentuckystory/program3.htm</p>	<p>I can describe various forms of interactions between early settlers and Native Americans. I can use geographic tools to locate early Kentucky settlements. I can describe how roads allowed people to settle in Kentucky. I can use primary and secondary sources to describe significant events in the history of Kentucky. I can use geographic tools (maps) to locate early Kentucky settlements (Harrodsburg and Boonesborough). I can describe how roads allowed people to settle in Kentucky.</p>	<p>Settlement Frontier Ft. Harrod Boonesborough Daniel Boone Thomas Walker</p>	

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Grade 4 UNIT 5/Weeks 13				
Topic: HISTORICAL PERSPECTIVE <i>Settlers Move Into Kentucky</i>				
EQ: Why did diverse groups settle in Kentucky?				
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
different perspectives (e.g., climate, landforms,				

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Grade 4 UNIT 6 /Week 14, 15, 16, 17, and 18 (January 12 & January 22, February 2, February 11, February 23)

Topic: GOVERNMENT *Kentucky's Statehood and Government*

EQ: Why was there a need for statehood and government in Kentucky?

How does Kentucky government work to promote the common good throughout the state?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	Possible Resources
<p>SS.E.1.1.2 The purpose of a government's rules and laws (e.g., U.S. Constitution, school rules) is to establish and maintain order. Suggested link; Recognize democratic principals of fairness, freedom, and choice.</p> <p>SS-E-1.2.1 Kentucky state government-purpose, structure (branches), offices at each branch.</p> <p>SS-E-1.2.3 Every level of government has specific offices associated with each branch that vary in title but contain similar duties (e.g., executive branch: local-mayor, state-governor, national-president).</p> <p>SS-E-1.3.1 Rights and responsibilities of individuals are determined by specific roles within various groups (e.g. class, school, community, and state).</p> <p>SS-E-1.3.3 In order for a democratic form of government to function, citizens must play an active and responsible role (e.g. participating in an election, obeying the law).</p> <p>SS-E-5.2.5 Symbols (e.g.,</p>	<p>The Need for Statehood http://www.ket.org/kentuckystory/program4.htm</p>	<p>I can describe the basic purpose of Kentucky's government.</p> <p>I can describe why Kentucky settlers felt that government should assist them in addressing needs, resolving differences, and overcoming challenges during the statehood convention.</p> <p>I can explain why we need state governments.</p> <p>I can describe why Kentucky settlers formed their own government and became a state (shared trade, ideals, and protection).</p> <p>I can use primary and secondary sources to describe significant events and interpret different perspectives as Kentucky became a state.</p> <p>I can identify, define, and describe basic democratic principles found in Kentucky's Constitution (e.g. justice, equality, responsibility, freedom).</p> <p>I can describe the basic purposes of Kentucky government(e.g. to establish order, provide security, and accomplish common goals)</p> <p>I can identify how the government of Kentucky pays for these services.</p> <p>I can explain how Kentucky state government functions (by making, enacting and enforcing laws) to protect the rights and property of citizens.</p>	<p>Capital Capitol government Citizen Constitution government Governor Community Taxes Senators Representatives Laws Rights Responsibility Executive Branch Judicial Branch Legislative Branch Lieutenant Governor General Assembly Senate House of Representative KY Supreme Court President Vice President Congress Speaker of the House US Supreme Court judges</p>	

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Grade 4 UNIT 6 /Week 14, 15, 16, 17, and 18 (January 12 & January 22, February 2, February 11, February 23)

Topic: GOVERNMENT *Kentucky's Statehood and Government*

EQ: Why was there a need for statehood and government in Kentucky?

How does Kentucky government work to promote the common good throughout the state?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	Possible Resources
<p>state and national flags), slogans, monuments/buildings, patriotic songs, poems (e.g., the Pledge of Allegiance), and selected readings (e.g., Gettysburg Address are used to describe or illustrate important ideas and events in Kentucky and American history.</p>		<p>I can give examples of state laws in Kentucky and explain their purpose. I can identify the three branches of Kentucky government. I can explain the basic duties of each branch of the Kentucky government. I can identify important state offices/leaders within each branch of Kentucky government. I can explain how power is shared among the different branches of state government. I can describe, give examples, and compare rights and responsibilities individuals have as citizens of Kentucky. I can describe the benefits of citizenship and find examples of citizenship in current events/news media. I can explain why civic engagement is necessary to preserve a democratic society. I can identify the symbols of Kentucky.</p>		

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Grade 4 UNIT 6 /Week 14, 15, 16, 17, and 18 (January 12 & January 22, February 2, February 11, February 23)

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EQ: Why was there a need for statehood and government in Kentucky?

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Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	Possible Resources

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Grade 4 UNIT 7/Weeks 19, 20, 22, and 23 (March 4, March 16, April 10, - April 21, 2014) Week 21 Health/Career Fair

Topic: **ECONOMICS** *Kentucky's Economy*

EQ: How does scarcity of resources affect the economic choices made by the people of Kentucky?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
<p>SS-04-3.1.1 Students will describe scarcity and explain how scarcity requires people in Kentucky to make economic choices (e.g., use of productive resources - natural, human, capital) and incur opportunity costs.</p> <p>SS-04-3.3.1 Students will give examples of markets and explain how they function and how the prices of goods and services are determined by supply and demand.</p> <p>SS-04-3.4.1 Students will describe production, distribution, and consumption of goods and services in regions of Kentucky and the U.S.</p>		<p>I can explain how the prices of goods and services are determined by supply and demand. I can describe scarcity. I can define <i>opportunity cost</i> and give an example. I can explain how scarcity requires people to make economic choices and incur opportunity cost. I can identify and give examples of markets in Kentucky. I can describe the production, distribution, and consumption of goods and services in Kentucky.</p>	<p>Consumer: any person or group that buys or uses goods or services to satisfy personal needs and wants Economy: the way people use resources to meet their needs Goods: objects or things that satisfy people's wants Market: freely chosen activity between buyers and sellers of goods and services Natural resource: any material provided by nature that can be used to produce goods or provide services Opportunity cost: what is given up when a choice is made Resource: what is required to make a good Scarcity: the problem with limited resources Services: actions that satisfy people's wants Supply and demand: The amount of goods or number of services available (supply) is dependent on the willingness of consumers to purchase goods or services (demand)</p>	

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Grade 4 UNIT 8/Weeks 24 and 25

Topic: Culture *Kentucky's Culture*

EQ:

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	