

***Pike County School District  
Standards Mastery Document***

4th Grade Social Studies  
2021 1st Edition



**Pike County Schools**  
**Social Studies- 4th Grade**  
**Standards Mastery Document**

The focus of grade 4 builds on students' knowledge of local, national and world social studies to discover how and why people move from one place to another. Through the lens of European Exploration to the Thirteen Colonies, students engage in the study of geographic, political, economic and cultural reasons people move as well as what they experience during the transition.

## Inquiry Practice- Questioning(Q)

**These are the questioning standards to be used with every 4th grade standard in order to help students achieve mastery. All of these will not be used with every standard. The teacher must decide which one(s) correspond with the standard being taught.**

Standard	Sample Evidence of Learning
4.1.Q.1 Ask compelling questions about migration and settlement.	“Why do diverse groups of people settle in new areas?” Teachers can pose this question to students to facilitate exploration about why this standard applies to migration and settlement.
4.1.Q.2 Develop supporting questions to answer.	Teachers can pose these questions to students to facilitate answers from European exploration to the 13 colonies.

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**Standard: Civic and Political Institutions: 4.C.CP.1** Describe diverse forms of self-government used by various groups in Colonial America.

**Clarification Statement:** Each colony had elected representatives to make most of the decisions, but each was ultimately under the control of the British monarchy. This includes, but is not limited to, town hall meetings held in New England colonies and the first permanent English Colony of Jamestown House of Burgesses.

**KNOW: Vocabulary:**

House of Burgesses  
Representatives  
Monarchy  
Meetings

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **4.I.U.E.1:** Integrate evidence from two or more sources to answer compelling and supporting questions.
- **4.I.U.E.2:** Determine the value and limitations of primary and secondary sources.
- **4.I.U.E.3:** Develop claims with evidence to answer compelling and supporting questions.

**MASTERY: Communicating Conclusions:**

**(Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **4.I.CC.1:** Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement.
- **4.I.CC.2:** Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community.
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**Standard: Civic and Political Institutions: 4.C.CP.2** Compare the political form of monarchy with the self-governing system developed in Colonial America.

**Clarification Statement:** Monarchies often have a more powerful executive as well as less opportunity for everyday people to have a voice in government. In Colonial America, not all voices were heard, for example, women, enslaved people and those who did not own property were excluded. However, more people were involved in government choices than was typical in a monarchy.

**KNOW: Vocabulary:**

Monarchy  
Enslaved  
Government  
Executive

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Standard: Roles and Responsibilities of a Citizen 4C.RR.1:** Describe the importance of civic participation, and locate examples in past and current.

**Clarification Statement:** Civic participation may include voting and participating in the election process, attending public meetings and writing letters to representatives. When people are civically engaged, many benefits occur, for example, the inclusion of more opinions and viewpoints within the compromises made to create laws and rules which affect citizens.

**KNOW: Vocabulary:**

Monarchy  
Colony  
Representatives  
Government  
Election  
Voting

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**Standard: Civic Virtues and Democratic Principles: 4.C.CV.1** Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.

**Clarification Statement:** Civic virtues are principles that encourage citizens to be involved in activities that contribute to the bettering of society. Democratic principles include, but are not limited to, equality before the law, inalienable rights, consent of the governed, right to alter or abolish the government. Civic virtues are principles that encourage citizens to be involved in activities that contribute to the bettering of society. Democratic principles include, but are not limited to, equality before the law, inalienable rights, consent of the governed, right to alter or abolish the government,

**KNOW: Vocabulary:**

Civic virtues  
Principles  
Equality  
Inalienable rights  
Alter  
Abolish  
Consent

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**Standard: Processes, Rules and Laws: 4.C.PR.1** Describe the processes people use to change rules and laws.

**Clarification Statement:** People can use a variety of methods to change rules and laws. In Colonial America, colonists had ways of addressing rules and laws within their colony. For example, the House of Burgesses in Jamestown had a legislative process for adopting and changing policies. However, colonists were not represented in the British monarchy that had power over them. In order for colonists to change the British laws that affected them, they had to use other processes like protesting and boycotting.

**KNOW: Vocabulary:**

Legislative  
Represented  
British monarchy  
Laws  
Protesting  
Boycotting

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**Standard:Kentucky Government 4.C.KGO.1** Explain how the development of rules improves communities and attempts to meet the needs of citizens.

**Clarification Statement:** Rules are needed in order for societies to function effectively. By developing rules, communities can establish conditions under which the needs of citizens are met.

**KNOW: Vocabulary:**

Rules

Societies

Communities

Citizens

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**Standard: Microeconomics: 4.E.MI.1** Explain the role of producers, consumers, products and labor in economic markets.

**Clarification Statement:** Prices of goods, services and resources are affected by supply (how much is sold at a given price) and demand (how much is purchased at a given price). A price (equilibrium price) is determined in a free market when the amount of an item that is demanded equals the amount being supplied (when quantity demanded = quantity supplied). For example, colonists cultivated tobacco in Jamestown to meet the increased demand for the product in England. The production of this product based on demand made the colony of Jamestown economically successful because people were willing to pay a higher price for the product.

**KNOW: Vocabulary:**

Goods  
Services  
Resources  
Supply  
Demand  
Price  
Economic  
Producers  
Consumers  
Labor

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**Standard: Microeconomics: 4.E.MI.2** Investigate the relationship between supply and demand.

**Clarification Statement:** Prices of goods, services and resources are affected by supply (how much is sold at a given price) and demand (how much is purchased at a given price). A price (equilibrium price) is determined in a free market when the amount of an item that is demanded equals the amount being supplied (when quantity demanded = quantity supplied). For example, colonists cultivated tobacco in Jamestown to meet the increased demand for the product in England. The production of this product based on demand made the colony of Jamestown economically successful because people were willing to pay a higher price for the product.

**KNOW: Vocabulary:**

Goods  
Services  
Resources  
Supply  
Demand  
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**Standard: Macroeconomics: 4.E.MA.1** Compare and contrast different ways that the government interacts with the economy.

**Clarification Statement:** In Colonial America, the economy of the colonies was designed to help Great Britain, the mother country. For example, colonies were required to sell raw materials to the mother country for low prices. This affected the economy by limiting competition.

**KNOW: Vocabulary:**

Compare  
Contrast  
Economy  
Raw materials  
Competition

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**Standard: Specialization, Trade and Interdependence: 4.E.ST.1** Explain how trade leads to increasing economic interdependence.

**Clarification Statement:** Trading and bartering are necessary when groups possess different goods and services that others do not. When trading occurs, the two groups become interdependent on one another for those goods and services.

**KNOW: Vocabulary:**

Trade  
Barter  
Goods  
Services  
Interdependent  
Economic

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**Standard: Incentives, Choices and Decision Making: 4.E.IC.1:** Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.

**Clarification Statement:** American Indians used the resources available to them. As colonists migrated to the New World and settled, they traded with the American Indians. Colonists settled where they were able to make their own money or grow their own crops to barter.

**KNOW: Vocabulary:**

Describe  
Evaluate  
Resource availability  
Opportunity costs  
Migration  
Settlement  
Barter

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**Standard: Kentucky Economics: 4.E.KE.1** Predict how producers in colonial Kentucky used the factors of production to make goods, deliver services and earn profits.

**Clarification Statement:** Producers in colonial Kentucky utilized the abundance of land to produce agricultural surpluses, which were shipped to urban markets in the East.

**KNOW: Vocabulary:**

Producers  
Production  
Goods  
Deliver Services  
Earn Profits  
Agricultural Surpluses  
Urban Markets

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**Standard: Migration and Movement: 4.G.MM.1** Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies.

**Clarification Statement:** These groups include those individuals who immigrated from a variety of European countries and people who were brought forcibly, such as slaves from Africa. Slavery is forced migration taking place during this time period because people were kidnapped from Africa and forced into bondage.

**KNOW: Vocabulary:**

Compare  
Cultural Characteristics  
Immigrated  
European Exploration  
Slavery  
Migration  
Bondage

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**Standard: Human Interactions and Interconnections: 4.G.HI.1** Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.

**Clarification Statement:** American Indians had already established settlements based on resources and historical placement. Early colonists also chose their settlements based on access to resources and economic ventures, and people were brought forcibly from Africa through the Triangular Trade Route and forced into slavery.

**KNOW: Vocabulary:**

Resources  
Economic Ventures  
Triangular Trade Route  
Forced  
Slavery

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**Standard: Human Environment Interaction: 4.G.HE.1** Analyze how geographic features created challenges and opportunities for the development of Colonial America.

**Clarification Statement:** An example of a geographic feature that created a challenge for the colonists was the Appalachian Mountains, which were a physical barrier for the colonists and discouraged expansion to the west. The Cumberland Gap acted as a geographic opportunity for colonists to move further west.

**KNOW: Vocabulary:**

Geographic Features  
Appalachian Mountains  
Cumberland Gap  
Barrier  
Geographic Features  
Challenges  
Opportunities  
Development

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**Standard: Geographic Reasoning: 4.G.GR.1** Analyze how location and regional landforms affect human settlement, movement and use of various natural resources, using maps, photos and other geographic representations.

**Clarification Statement:** The New England, Middle and Southern Colonies had different environmental factors that influenced their lifestyles. For example, the New England region had rocky soil that was not ideal for farming, so they relied on fishing and shipbuilding from the abundance of lumber available as their primary industry.

**KNOW: Vocabulary:**

Location  
Region  
Landforms  
Settlement  
Natural Resources  
Geographic  
Environment

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**Standard: Kentucky Geography: 4.G.KG.1** Compare how the movement of people, goods and ideas in Colonial America and modern Kentucky were affected by technology.

**Clarification Statement:** Technology broadly references innovations as diverse as the horse collar and the modern Internet. Immigration for early settlers was an arduous process when compared to modern movement. For example, Daniel Boone was required by physical geography and technology to travel through the Cumberland Gap, whereas today, we travel over mountains on interstate highways.

**KNOW: Vocabulary:**

Technology  
Innovations  
Diverse  
Immigration  
Geography  
Technology  
Cumberland Gap  
Daniel Boone

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**Standard: Change and Continuity: 4.H.CH.1** Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.

**Clarification Statement:** During this time, American Indians were already established. Many different groups of people from European countries immigrated to North America. Africans were forced into migration and enslaved by colonists. Many conflicts arose as a result of land disputes and differences of culture. Interactions between groups could be positive or negative.

**KNOW: Vocabulary:**

Migration  
Settlement  
Diverse  
Immigrated  
Migration  
Enslaved  
Disputes  
Culture

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **4.I.U.E.1:** Integrate evidence from two or more sources to answer compelling and supporting questions.
- **4.I.U.E.2:** Determine the value and limitations of primary and secondary sources.
- **4.I.U.E.3:** Develop claims with evidence to answer compelling and supporting questions.

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**MASTERY: Communicating Conclusions:**

**(Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **4.I.CC.1:** Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement.
- **4.I.CC.2:** Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community.
- **4.I.CC.3:** Describe different strategies that can be taken to address issues of migration and settlement.
- **4.I.CC.4:** Use listening and consensus-building to determine ways to support people in transitioning to a new community.

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**Standard: Change and Continuity: 4.H.CH.2** Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies.

**Clarification Statement:** There were many inventions and innovations during this time period that had a positive impact on colonial life. These include, but are not limited to, new political ideologies and agricultural improvements.

**KNOW: Vocabulary:**

Innovation

Ingenuity

Inventions

Political Ideologies

Agricultural Improvements

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **4.I.UE.1:** Integrate evidence from two or more sources to answer compelling and supporting questions.
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- **4.I.UE.3:** Develop claims with evidence to answer compelling and supporting questions.

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**Standard: Cause and Effect: 4.H.CE.1** Utilize chronological sequences of events to explain causes and effects of historical developments from European Exploration to the Thirteen Colonies.

**Clarification Statement:** Significant events occurred throughout this time period that impacted one another chronologically. An example is continued European immigration brought disease to the American Indians that ultimately resulted in more deaths than from fighting.

**KNOW: Vocabulary:**

Chronologically  
Sequence  
Cause and effect

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **4.I.UE.1:** Integrate evidence from two or more sources to answer compelling and supporting questions.
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**Standard: Conflict and Compromise: 4.H.CO.1** Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.

**Clarification Statement:** The American Indians and European colonists sometimes collaborated. They traded goods, such as animal skins and weapons, and some American Indians showed settlers how to farm and navigate the land effectively. They also had continuous conflict over different ideas about land ownership and nature.

**KNOW: Vocabulary:**

Conflict  
Collaboration  
Trade  
Goods

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **4.I.UE.1:** Integrate evidence from two or more sources to answer compelling and supporting questions.
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- **4.I.UE.3:** Develop claims with evidence to answer compelling and supporting questions.

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**Standard: Kentucky History: 4.H.KH.1** Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies.

**Clarification Statement:** Many different groups of people contributed to the history of the colonies and Kentucky during this time period. This includes, but is not limited to, American Indians, European colonists, indentured servants and enslaved people.

**KNOW: Vocabulary:**

Diverse  
American Indians  
European Colonists  
Indentured Servants  
Enslaved People

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **4.I.UE.1:** Integrate evidence from two or more sources to answer compelling and supporting questions.
- **4.I.UE.2:** Determine the value and limitations of primary and secondary sources.
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**MASTERY: Communicating Conclusions:**

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