

**Standards Curriculum Map
Bourbon County Schools**

Level: Elementary

Grade and/or Course: 4th Grade

Updated/Created: 3/20/20

| Days: | KAS: | Inquiry Standards | (I can) Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| 1st Nine Weeks 1-40 | <p>4.I.Q.1 Ask compelling questions about migration and settlement.</p> <p>4.I.Q.2 Develop supporting questions to answer.</p> <p>4.G.GR.1 Analyze how location and regional landforms affect human settlement, movement and use of various national resources, using maps, photos and other geographical representations.</p> <p>4.E.IC.1 Describe and evaluate the</p> | <p>Inquiry Standards: Questioning</p> <p>4.I.Q.1 Ask compelling questions about migration and settlement</p> <p>4.I.Q.2 Develop supporting questions to answer.</p> <p>Inquiry Standards: Using Evidence</p> <p>4.I.U.E.3 Develop claims with evidence to answer compelling and supporting questions.</p> <p>Inquiry Standards:</p> | <p>I can ask compelling questions about migration and settlement.</p> <p>I can analyze how location and regional landforms affect human settlement.</p> <p>I can describe and evaluate the relationship between resource availability and migration and settlement.</p> | <p>compass rose, key, legend, symbol, types of maps, scale, landform, natural resource, natural features, human features, migration, settlement culture, customs, economy/economics conflict, diverse/diversity, collaborate/collaboration, immigration,</p> | <p>-KAGAN collaborative discussions</p> <p>-inquiry activities</p> <p>-Reading/Writing Newsela</p> | <p>- History Alive Lesson 1 Text</p> <p>Discovering the Social Sciences</p> <p>- History Alive Lesson1 Assessment</p> <p>Assessment: Discovering the Social Sciences</p> <p>-History Alive Lesson 2 Text</p> <p>Exploring Regions of the United States</p> |

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| | <p>relationship between resource availability, opportunity costs, migration, and settlement</p> <p>4.I.Q.1 Ask compelling questions about migration and settlement.</p> <p>4.I.Q.2 Develop supporting questions to answer.</p> <p>4.G.MM.1 Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the U.S. from other nations from European Exploration to the Thirteen Colonies</p> <p>4.H.CH.1 Describe how migration and settlement</p> | <p>Communicating Conclusions</p> <p>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.</p> <p>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.</p> <p>4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement.</p> <p>4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community</p> | | <p>slave trade, cause and effect</p> | | <p>-History Alive Lesson 2 Assessment</p> <p>Assessment: Exploring Regions of the United States</p> <p>History Alive Lesson 3 Text - The Peopling of the United States</p> <p>History Alive Lesson 3 Assessment - Assessment Key</p> <p>History Alive Lesson 4 Text - A Train Tour of the Northeast</p> <p>History Alive Lesson 4 Assessment - Assessment Key</p> <p>History Alive Lesson 9: Agricultural Changes in the Midwest</p> |
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| | <p>impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.</p> <p>4.G.HI.1 Explain how cultural, economic, and environmental characteristics affect the interaction of people, goods, and ideas from European Exploration to the Thirteen Colonies.</p> <p>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.</p> | | | | | <p>History Alive Lesson 10: A Big Rig Tour of the Southwest</p> <p>History Alive Lesson 11 Text: A Case Study in Water Use: The Colorado River</p> <p>History Alive Lesson 11 Assessment: -Assessment Key</p> <p>History Alive Lesson 12 Text: A Van and Airplane Tour of the West</p> <p>History Alive Lesson 12 Assessment: -Assessment Key</p> <p>-TPT Thirteen Colonies</p> <ul style="list-style-type: none"> - Thirteen Colonies Study Guide https://newpathworksheets.com/Api/Share/2/87/17e82fdb57 |
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| | <p>4.I.U.3 Develop claims with evidence to answer compelling and supporting questions</p> | | | | <p>90173f7fd6c27444a28d51_12818</p> <ul style="list-style-type: none">- Thirteen Colonies Quiz https://newpathworksheets.com/Api/Share/0/355/2e1214dd9e45aaa3f60a26b8add45ab8_12818 <p>-</p> <p>https://www.teacherspayteachers.com/Product/13-Colonies-Distance-Learning-Interactive-Notebook-The-Thirteen-Colonies-2977192</p> <p>https://www.teacherspayteachers.com/Product/Thirteen-Colonies-Unit-13-Colonies-Activities-Passages-1994248</p> <p>https://sheg.stanford.edu/history-lessons</p> |
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| | | | | | | <p>-Moby Max</p> <p>-C3 Teachers</p> <p>http://www.c3teachers.org/</p> <p>Immigration: Ellis Island https://www.teacherspayteachers.com/Product/Immigration-1970281</p> <p>Vocab immigration, migration, emigration https://www.teacherspayteachers.com/Product/Migration-Immigration-Emigration-Vocabulary-4996810</p> <p>Migration video https://www.youtube.com/watch?v=54xM8VlgP7s</p> <p>https://www.teacherspayteachers.com/Product/Kentucky-Academic-Standards-Social-Studies-Content-Passages-4th-Grade-5277155</p> <p>https://projecttahoe.org/</p> <p>https://www.si.edu/</p> <p>https://edsitement.neh.gov/</p> |
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HOT questions: (Compelling) Does development mean progress?
 Why do diverse groups of people settle in new areas?
 How do diverse groups of people choose where to settle?
 How are diverse groups of people impacted by migration and settlement as they encounter one another?

| Days: | KAS: | Inquiry Standards | (I can) Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| 2nd Nine Weeks | 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. 4.H.CH.2 Describe the impact innovation and | Inquiry Standards: Questioning 4.I.Q.1 Ask compelling questions about migration and settlement 4.I.Q.2 Develop supporting questions to answer. Inquiry Standards: Using Evidence | I can describe how migration impacted people in the exploration of the Thirteen Colonies. I can identify the significance of diverse groups of people in the Thirteen colonies. I can determine ways to support people transitioning into a new community. | Migration Diverse Innovation Ingenuity Utilize Chronological Sequence developments | -KAGAN Collaboration -Google Activities -Webquest -Reading/Writing Newsela | History Alive Lesson 7 -Google Drive- The Effects of Geography on Life in the Southeast PDF's History Alive Lesson 7 - Text History Alive Lesson 7 - Assessment History Alive Lesson 8 -Google Drive- A Crop |

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| | <p>human ingenuity had on the development of the US from European Exploration to the Thirteen Colonies.</p> <p>4.H.CE.1 Utilize chronological sequences of events to explain causes and effects of historical developments from EE to 13 Colonies.</p> <p>4.H.KH.1 Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies.</p> <p>4.I.CC.4 Use listening and consensus-building to determine ways to support people in</p> | <p>4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions.</p> <p>4.I.UE.2 Determine the value and limitations of primary and secondary sources.</p> <p>4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.</p> <p>Inquiry Standards: Communicating Conclusions</p> <p>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.</p> | | | | <p>Duster Tour of the Midwest PDF's</p> <p>History Alive Lesson 8 - Text</p> <p>History Alive Lesson 8 - Assessment</p> <p>History Alive Lesson 5 Life in the Northeast</p> <p>History Alive Lesson 5 Read and Do on the Northeast</p> <p>History Alive</p> <p>TPT Thirteen Colonies</p> <p>TPT- Explorers</p> <p>https://www.teacherspayteachers.com/Product/Early-European-Explorers-Age-of-Exploration-Google-Classroom-Distance-Learning-456077</p> |
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| | <p>transitioning to a new community.</p> | <p>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.</p> <p>4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement.</p> <p>4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community</p> | | | | <p>https://www.teacherspayteachers.com/Product/Early-European-Explorers-LINKtivity-Digital-Guide-Distance-Learning-3028835 -Moby Max</p> <p>-C3 Teachers</p> <p>C3 Teachers: Keep Inquiring</p> <p>https://sheg.stanford.edu/history-lessons</p> <p>https://projecttahoe.org/</p> <p>https://www.si.edu/</p> <p>https://edsitement.neh.gov/</p> <p>- Kentucky Adventure textbook</p> |
| <p>HOT questions: (Compelling) Does development mean progress?</p> | | | | | | |

1. What was life like in Colonial America?
2. What was Kentucky like during Colonial Times?
3. How did the Colonists meet their needs in Colonial America?

| Days: | KAS: | Inquiry Standards | (I can) Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| 3rd Nine Week s | <p>4.E.MI.1 Explain the role of producers, consumers, products, and labor in economic markets.</p> <p>4.E.MI.2 Investigate the relationship between supply and demand.</p> <p>4.E.ST.1 Explain how trade leads to increasing economic interdependence.</p> | <p>Inquiry Standards: Questioning</p> <p>4.I.Q.1 Ask compelling questions about migration and settlement</p> <p>4.I.Q.2 Develop supporting questions to answer.</p> <p>Inquiry Standards: Using Evidence</p> <p>4.I.Q.1 Ask compelling questions about migration and settlement</p> | <p>I can explain the relationship between supply and demand.</p> <p>I can explain how trade leads to increasing economic interdependence.</p> <p>I can compare how movement of people and goods are affected by technology</p> | <p>need, want, consumer, demand, factors of production (land, labor, capital, enterprise,) ingenuity, innovation, opportunity costs, producers, profit, supply</p> | <p>-KAGAN</p> <p>-Google Collaborative work</p> <p>-Reading/Writing Newsela</p> <p>-Create a classroom economy</p> | <p>History Alive Lesson 6 Student Notebook on the Southeast</p> <p>Lesson 6 Read and Do on the Southeast</p> <p>TPT Economics</p> <p>-Moby Max</p> <p>-C3 Teachers http://www.c3teachers.org/</p> <p>-Supply and Demand Study Guide https://newpathworksheets</p> |

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| <p>4.G.KGE.1 Compare how the movement of people, goods, and ideas in Colonial America and modern KY were affected by technology.</p> <p>4.E.IC 1 Describe and evaluate the relationship between resource availability, opportunity costs, migration, and settlement.</p> <p>4.E.MA.1 Compare and contrast different ways that the government interacts with the economy.</p> <p>4.G.HE.1 Analyze how geographic features created challenges and opportunities for the development of Colonial America.</p> <p>4.E.KE.1 Predict how</p> | <p>4.I.Q.2 Develop supporting questions to answer.</p> <p>4.I.U.E.3 Develop claims with evidence to answer compelling and supporting questions.</p> <p>Inquiry Standards: Communicating Conclusions</p> <p>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.</p> <p>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.</p> <p>4.I.CC.3 Describe different strategies that</p> | | | | | <p>.com/Api/Share/2/37/047a5782e73f2de04f105a389ed14e9c_12818</p> <p>-Supply and Demand Quiz https://newpathworksheets.com/Api/Share/0/168/75816dd14a9d27044c164ceb5e5d406c_12818</p> <p>-Super Teacher Worksheet Supply and Demand Activity : https://docs.google.com/document/d/1VO8cl_nXdEn0gL-lBuwMXXovY4ZnJEc0q7P1g1ND_Do/edit?usp=sharing</p> <p>Supply and Demand Poem Worksheet- Super Teachers https://docs.google.com/document/d/1tzz5R-E2GkXH0VK8ZdmgC-d8j0lkKWwrVYQoC1YWETY/edit?usp=sharing</p> <p>You-Tube Supply and Demand Explained in One Minute</p> <p>Study Island: Budgets, Scarcity, and Trade-offs</p> <p>Goods and services worksheets/trade https://newpathworksheets.com/social-studies/grade-3/kentucky-standards</p> <p>Goods/service/ supply & demand</p> |
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| | <p>producers in colonial Kentucky used the factors of production to make goods, deliver services and earn profits.</p> | <p>can be taken to address issues of migration and settlement.</p> <p>4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community</p> | | | | <p>https://www.teacherspayteachers.com/Product/Economics-Introduction-Consumer-Producer-Goods-Services-Supply-Demand-1606935</p> <p>Producer and consumer interaction https://www.teacherspayteachers.com/Product/How-Producers-and-Consumers-Help-Our-Economy-3915940</p> <p>Project based: Starting own business (idea for materials) https://www.teacherspayteachers.com/Product/Economics-Unit-Project-Based-Learning-Financial-Literacy-2990952</p> <p>https://sheg.stanford.edu/history-lessons https://projecttahoe.org/</p> <p>https://www.si.edu/</p> <p>https://edsitement.neh.gov/</p> <ul style="list-style-type: none"> - Kentucky Adventure textbook - |
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HOT questions: (Compelling) Does development mean progress?
How are producers, consumers, and products important in economic markets?
How did technology affect Kentucky?

| Days: | KAS: | Inquiry Standards | (I can) Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| 4th Nine Week s | <p>4.C.KGO.1 Explain how the development of rules improves communities and attempts to meet the needs of citizens.</p> <p>4.C.PR.1 Describe the processes people use to change rules and laws.</p> <p>4.C.RR.1 Describe the importance of civic participation and locate examples in past and current events.</p> <p>4.C.CP.1 Describe diverse forms of self-government used by</p> | <p>Inquiry Standards: Questioning</p> <p>4.I.Q.1 Ask compelling questions about migration and settlement</p> <p>4.I.Q.2 Develop supporting questions to answer.</p> <p>Inquiry Standards: Using Evidence</p> <p>4.I.U.E.1 Integrate evidence from two or more sources to answer compelling and supporting questions.</p> <p>4.I.U.E.2 Determine the value and limitations of primary and secondary sources.</p> | <p>I can explain how rules improve communities.</p> <p>I can describe the process used to change rules and laws.</p> <p>I can determine the value of secondary and primary sources.</p> | <p>citizen, rule, law, civic participation, monarchy, representative, town hall meeting, voting, civic virtues, democratic principles (equality before the law, inalienable rights, consent of the governed, right to alter or abolish the government, justice,</p> | <p>-KAGAN</p> <p>-Google</p> <p>-Collaborative Research</p> <p>-Primary and Secondary Sources available</p> <p>-Reading/Writing Newsela</p> <p>Create a classroom government , vote, create laws</p> | <p>History Alive</p> <p>TPT Branches of Government</p> <p>TPT Creating Bills and Laws</p> <p>-Moby Max</p> <p>-C3 Teachers http://www.c3teachers.org/</p> <p>Citizenship and Government StudyGuide https://newpathworksheets.com/Api/Share/2/12/2d1e02a0c6ea84f60f9cfc17a963471_12818</p> <p>Citizenship and Government Quiz https://newpathworksheets.com/Api/Share/0/57/0777</p> |

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| | <p>various groups in Colonial America.</p> <p>4.C.CP.2 Compare the political form of monarchy with the self-governing system developed in Colonial America.</p> <p>4.C.CV.1 Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.</p> <p>4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions.</p> <p>4.I.UE.2 Determine the value and limitations of primary and secondary sources.</p> | <p>4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.</p> <p>Inquiry Standards: Communicating Conclusions</p> <p>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.</p> <p>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.</p> <p>4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement.</p> <p>4.I.CC.4 Use listening</p> | | <p>responsibility, freedom)</p> | | <p>c1b7c0b9feca1189e97f7351d73b_12818</p> <p>Role of Citizens Study Guide https://newpathworksheets.com/Api/Share/2/20/5440604b263b215d357af60b16bd3f6f_12818</p> <p>Role of Citizens Quiz https://newpathworksheets.com/Api/Share/0/97/8a32f1dd187c40500a4cfc6bdc29989a_12818</p> <p>US Gov (branches) https://www.teacherspayteachers.com/Product/US-GOVERNMENT-UNIT-Branches-of-Government-Constitution-Distance-Learning-2319380</p> <p>Three Branches of Govt https://www.teacherspayteachers.com/Product/Three-Branches-of-Government-Activity-Pack-Flip-Book-2237494</p> <p>Checks and balances https://www.teacherspayteachers.com/Product/Checks-and-Balances-Charts-and-Activities-1782462</p> <p>https://www.teacherspayteachers.com/Product/Social-Studies-Centers-Timelines-and-Primary-Secondary-So</p> |
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| | | and consensus-building to determine ways to support people in transitioning to a new community | | | | ources-4006580 https://sheg.stanford.edu/history-lessons https://projecttahoe.org/ https://www.si.edu/ https://edsitement.neh.gov/ <ul style="list-style-type: none"> - Kentucky Adventure textbook |
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HOT questions: (Compelling) Does development mean progress?
How does a monarchy compare to a democracy?
How does perspective build empathy?
How would you analyze the difference between primary and secondary sources?