

4th Grade Social Studies



Prioritized Standards and Instructional Units 2023-2024

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UNIT 1: 8+ Days	UNIT 2: 12+ Days	UNIT 3: 6+ Days	UNIT 4: 12+ Days	UNIT 5: 10+ Days	UNIT 6: 12+ Days	UNIT 7: 10+ Days	UNIT 8: 14+ Days	UNIT 9: 10+ Days
Prioritized Standards 22-23	Prioritized Standards 22-23	Prioritized Standards 22-23	Prioritized Standards 22-23	Prioritized Standards 22-23	Prioritized Standards 22-23	Prioritized Standards 22-23	Prioritized Standards 22-23	Prioritized Standards 22-23
4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	4.I.Q.1 Ask compelling questions about migration and settlement.	4.I.Q.1 Ask compelling questions about migration and settlement.	4.I.Q.1 Ask compelling questions about migration and settlement.	4.I.Q.1 Ask compelling questions about migration and settlement.	4.I.Q.1 Ask compelling questions about migration and settlement.	4.I.Q.1 Ask compelling questions about migration and settlement.	4.I.Q.1 Ask compelling questions about migration and settlement.
4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.	4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.	4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.
4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement.	4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement.	4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.	4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions.	4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions.	4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions.	4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions.	4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions.	4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions.
		4.I.CC.3 Describe different strategies that	4.I.UE.2 Determine the	4.I.UE.2 Determine the	4.I.CC.1 Construct an	4.I.CC.2 Construct an	4.I.CC.1 Construct an	4.I.CC.1 Construct an

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		<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>value and limitations of primary and secondary sources.</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.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.</p>	<p>value and limitations of primary and secondary sources.</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.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.</p>	<p>explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement.</p>	<p>argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community.</p>	<p>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.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.</p>	<p>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.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.</p>
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Where you live affects How you live / Unit 1:

Suggested Pacing Guide: 8+ Days

Compelling Questions: How does where you live influence how you live? (1400-1700)
Supporting Questions: <ul style="list-style-type: none"> ● How does physical location encourage or restrict movement? ● How did the physical environment influence life in Western Africa/the Americas/ and Europe? ● What European states began exploring the Americas? ● How did the physical environment influence production and trade for groups living in Africa, the Americas, and Europe?

Standards:	Priority or Supporting:
Questioning Standards: 4.I.Q.1 Ask compelling questions about migration and settlement.	Supporting
4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	Priority
Content Standards:	
4.C.RR.1 Describe the importance of civic participation and locate examples in past and current events.	Supporting
4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.	Supporting
4.E.MI.2 Investigate the relationship between supply and demand.	Supporting
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.	Supporting
4.G.HE.1 Analyze how geographic features created challenges and opportunities for the development of Colonial America.	Supporting

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 geographic representations.	Supporting
4.H.CE.1 Utilize chronological sequences of events to explain causes and effects of historical developments from European exploration to the Thirteen Colonies.	Supporting
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.	Supporting
Using Evidence:	Supporting
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.	Supporting
4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.	Priority
Communicating Conclusions:	Supporting
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.	Supporting
4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement.	Priority
4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.	Supporting

Motivations for Movement & Settlement / Unit 2:

Suggested Pacing Guide: 12+ Days

Compelling Questions: Do people move and settle for the same reasons as they did in the past? (1400-1700)
Supporting Questions: <ul style="list-style-type: none"> ● Why did European explorers first come to America? ● What early European settlers first settled in America? ● How did forced migration differ from voluntary migration? ● Why did Europeans settle in the particular colony regions? (New England/Middle/Southern) ● How/Why did people settle in Kentucky? ● Why do people choose to move to and within the United States today?

Standards:	Priority or Supporting:
Questioning Standards: 4.I.Q.1 Ask compelling questions about migration and settlement.	Supporting
4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	Priority
Content Standards:	
4.C.KGO.1 Explain how the development of rules improves communities and attempts to meet the needs of citizens.	Supporting
4.E.KE.1 Predict how producers in colonial Kentucky used the factors of production to make goods, deliver services and earn profits.	Supporting
4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.	Supporting
4.E.MI.2 Investigate the relationship between supply and demand.	Supporting
4.G.KGE.1 Compare how the movement of people, goods and ideas in Colonial America and modern Kentucky were affected	Supporting

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by technology.	
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.	Supporting
4.H.CE.1 Utilize chronological sequences of events to explain causes and effects of historical developments from European exploration to the Thirteen Colonies.	Supporting
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.	Supporting
Using Evidence: 4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions.	Supporting
4.I.UE.2 Determine the value and limitations of primary and secondary sources.	Supporting
4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.	Priority
Communicating Conclusions: 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.	Supporting
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.	Supporting
4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement.	Priority
4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.	Supporting

Complexity of Societies / Unit 3:

Suggested Pacing Guide: 6+ Days

Compelling Questions: What makes societies complex? (1400-1650)
Supporting Questions: <ul style="list-style-type: none"> ● What are essential parts of a society? ● How does labor division, technology and trade make a society culturally and economically complex? ● How did their values differ in regards to religion, government and use of land between the American Indians and European settlers?

Standards:	Priority or Supporting:
Questioning Standards: 4.I.Q.1 Ask compelling questions about migration and settlement.	Priority
4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	Priority
Content Standards:	
4.C.CP.1 Describe diverse forms of self-government used by various groups in Colonial America.	Supporting
4.C.CP.2 Compare the political form of monarchy with the self-governing system developed in Colonial America.	Supporting
4.E.MI.1 Explain the role of producers, consumers, products and labor in economic markets.	Supporting
4.E.MA.1 Compare and contrast different ways that the government interacts with the economy.	Supporting
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.	Supporting
4.G.KGE.1 Compare how the movement of people, goods and ideas in Colonial America and modern Kentucky were affected by technology.	Supporting

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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.	Supporting
4.H.CE.1 Utilize chronological sequences of events to explain causes and effects of historical developments from European exploration to the Thirteen Colonies.	Supporting
Using Evidence:	Supporting
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.	Supporting
4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.	Priority
Communicating Conclusions:	Supporting
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.	Supporting
4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement.	Priority
4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.	Priority

Overcoming Challenges / Unit 4:

Suggested Pacing Guide: 12+ Days

Compelling Questions: What challenges must you overcome to survive? (1400-1700)
<p>Supporting Questions:</p> <ul style="list-style-type: none"> ● What challenges did American Indians face before European explorers? ● How did early European explorers create challenges for American Indian groups in North America? ● How did early European settlers overcome challenges? ● How do laws, innovations and trade help overcome challenges? ● What challenges did enslaved people face during their forced journey to America? ● How did enslaved people maintain dignity and culture in the colonies?

Standards:	Priority or Supporting:
Questioning Standards: 4.I.Q.1 Ask compelling questions about migration and settlement.	Priority
4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	Priority
Content Standards:	
4.C.RR.1 Describe the importance of civic participation and locate examples in past and current events.	Supporting
4.C.KGO.1 Explain how the development of rules improves communities and attempts to meet the needs of citizens.	Supporting
4.E.MI.1 Explain the role of producers, consumers, products and labor in economic markets.	Supporting
4.E.ST.1 Explain how trade leads to increasing economic interdependence.	Supporting
4.G.HE.1 Analyze how geographic features created challenges and opportunities for the development of Colonial America.	Supporting

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.	Supporting
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.	Supporting
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.	Supporting
Using Evidence:	Priority
4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions.	Priority
4.I.UE.2 Determine the value and limitations of primary and secondary sources.	Priority
4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.	Supporting
Communicating Conclusions:	Supporting
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.	Supporting
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.	Priority
4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement.	Supporting
4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.	Priority

Conflict / Unit 5:

Suggested Pacing Guide: 10+ Days

Compelling Questions: What makes conflict unavoidable? (1400-1700)
Supporting Questions: <ul style="list-style-type: none"> ● What caused conflicts between various groups? (American Indians, European Explorers, Early European settlers/colonists) ● How did enslavement create conflict in Colonial America? ● How does trade help solve and create conflicts in Colonial America? ● How do laws and rules help solve and create conflicts? ● How did western migration create conflicts in colonial Kentucky?

Standards:	Priority or Supporting:
Questioning Standards: 4.I.Q.1 Ask compelling questions about migration and settlement.	Priority
4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	Priority
Content Standards:	
4.C.CV.1 Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.	Supporting
4.C.PR.1 Describe the processes people use to change rules and laws.	Supporting
4.E.ST.1 Explain how trade leads to increasing economic interdependence.	Supporting
4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.	Supporting
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.	Supporting

4.G.HE.1 Analyze how geographic features created challenges and opportunities for the development of Colonial America.	Supporting
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.	Supporting
4.H.KH.1 Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies.	Supporting
Using Evidence: 4.I.U.E.1 Integrate evidence from two or more sources to answer compelling and supporting questions.	Priority
4.I.U.E.2 Determine the value and limitations of primary and secondary sources.	Priority
4.I.U.E.3 Develop claims with evidence to answer compelling and supporting questions.	Supporting
Communicating Conclusions: 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.	Priority
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.	Supporting
4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement.	Supporting
4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.	Priority

Freedom & Oppression / Unit 6:

Suggested Pacing Guide: 12+ Days

Compelling Questions: Does freedom lead to oppression? (1400-1700)
Supporting Questions: <ul style="list-style-type: none"> ● What freedoms did British colonists gain by settling in North America? ● What control did the British government have over the colonists? ● What freedoms did American Indians lose because of European settlements? ● How did the newfound freedom of settlers lead to oppression of others? (Indentured servants/slaves) ● What laws and customs denied groups of colonists freedom in colonial America? ● What were the cultural impacts of enslavement?

Standards:	Priority or Supporting:
Questioning Standards: 4.I.Q.1 Ask compelling questions about migration and settlement.	Priority
4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	Priority
Content Standards:	
4.C.CP.2 Compare the political form of monarchy with the self-governing system developed in Colonial America.	Supporting
4.E.MA.1 Compare and contrast different ways that the government interacts with the economy.	Supporting
4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.	Supporting
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.	Supporting

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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.	Supporting
4.H.CE.1 Utilize chronological sequences of events to explain causes and effects of historical developments from European exploration to the Thirteen Colonies.	Supporting
4.H.KH.1 Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies.	Supporting
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.	Supporting
Using Evidence:	Priority
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.	Supporting
4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.	Supporting
Communicating Conclusions:	Priority
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.	Supporting
4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement.	Supporting
4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.	Supporting

Impact of Trade / Unit 7:

Suggested Pacing Guide: 10+ Days

Compelling Questions: Is Trade Beneficial? (1400-1700)
Supporting Questions: <ul style="list-style-type: none"> ● What factors create or restrict trade? ● What was traded in North America? ● How did trade impact Native Americans, European Explorers, European Settlers, and the British? ● How did trade impact people in Kentucky? ● How did laws create or restrict trade?

Standards:	Priority or Supporting:
Questioning Standards: 4.I.Q.1 Ask compelling questions about migration and settlement.	Priority
4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	Priority
Content Standards:	
4.C.PR.1 Describe the processes people use to change rules and laws.	Supporting
4.E.ST.1 Explain how trade leads to increasing economic interdependence.	Supporting
4.E.MI.1 Explain the role of producers, consumers, products and labor in economic markets.	Supporting
4.E.MA.1 Compare and contrast different ways that the government interacts with the economy.	Supporting
4.E.KE.1 Predict how producers in colonial Kentucky used the factors of production to make goods, deliver services and earn profits.	Supporting

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.	Supporting
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.	Supporting
4.G.KGE.1 Compare how the movement of people, goods and ideas in Colonial America and modern Kentucky were affected by technology.	Supporting
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.	Supporting
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.	Supporting
Using Evidence:	Priority
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.	Supporting
4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.	Supporting
Communicating Conclusions:	Supporting
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.	Priority
4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement.	Supporting
4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.	Supporting

Beliefs Influencing Actions / Unit 8:

Suggested Pacing Guide: 14+ Days

Compelling Questions: How do beliefs influence action? (1400-1700)
<p>Supporting Questions:</p> <ul style="list-style-type: none"> ● How did colonialism define the relationship between Britain and Colonial America? ● What types of self-government existed in the colonies? ● How did trade motivate the British government's decisions in Colonial America? ● How did colonists justify enslavement when seeking their own freedom? ● How did enslaved people resist to reassert their own power? ● How did religious beliefs motivate American Indians and European settlers? ● How did women advocate for their own power?

Standards:	Priority or Supporting:
Questioning Standards: 4.I.Q.1 Ask compelling questions about migration and settlement.	Priority
4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	Priority
Content Standards:	
4.C.CP.1 Describe diverse forms of self-government used by various groups in Colonial America.	Supporting
4.E.ST.1 Explain how trade leads to increasing economic interdependence.	Supporting
4.E.MI.1 Explain the role of producers, consumers, products and labor in economic markets.	Supporting

4.E.MI.2 Investigate the relationship between supply and demand.	Supporting
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.	Supporting
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 geographic representations.	Supporting
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.	Supporting
4.H.KH.1 Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies.	Supporting
4.H.CE.1 Utilize chronological sequences of events to explain causes and effects of historical developments from European exploration to the Thirteen Colonies.	Supporting
Using Evidence: 4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions.	Priority
4.I.UE.2 Determine the value and limitations of primary and secondary sources.	Supporting
4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.	Supporting
Communicating Conclusions: 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.	Priority
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.	Supporting
4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement.	Supporting
4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.	Supporting

Perspective Influencing Empathy / Unit 9:

Suggested Pacing Guide: 10+ Days

Compelling Questions: How does perspective build empathy? (1400-1700)
Supporting Questions: <ul style="list-style-type: none"> ● How does culture provide for different experiences? ● How does conflict make it difficult to consider multiple perspectives? ● How did the perspective of various groups provide a better understanding of their actions? (American Indians, African Americans, women, Kentucky settlers, and the British Empire) ● How did various religious perspectives provide a better understanding of religious groups' actions? ● How well did self-government address problems in the colonies?

Standards:	Priority or Supporting:
Questioning Standards: 4.I.Q.1 Ask compelling questions about migration and settlement.	Priority
4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.	Priority
Content Standards:	
4.C.CV.1 Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.	Supporting
4.C.CP.1 Describe diverse forms of self-government used by various groups in Colonial America.	Supporting
4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.	Supporting
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.	Supporting
4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas	Supporting

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from European Exploration to the Thirteen Colonies.	
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.	Supporting
4.H.KH.1 Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies.	Supporting
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.	Supporting
Using Evidence:	Priority
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.	Supporting
4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.	Supporting
Communicating Conclusions:	Priority
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.	Priority
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4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.	Priority