

4th Grade 25-26 Social Studies Pacing Guide



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[Resource Google Drive Folder](#) & [District Social Studies Website](#)

Quarter	Standards	LI/SC	Resources	Teacher Notes / Vocab
1	4.G.GR.1	<p><u>Learning Intention:</u> We are learning about geography.</p> <p><u>Success Criteria:</u> I am successful when I can ...</p> <ol style="list-style-type: none"> 1. Analyze how location and landforms affect human settlement and movement. 2. Analyze how location and landforms affect the use of various resources. 	Resources	<p>Teacher Notes: 1-2. Use a variety of maps, photos, and other geographic representations.</p>
	4.G.HE.1 4.H.CH.2	<p><u>Learning Intention:</u> We are learning about Native Americans.</p> <p><u>Success Criteria:</u> I am successful when I can ...</p> <ol style="list-style-type: none"> 1. Analyze how geographic features create challenges. 2. Analyze how geographic features create opportunities. 3. Describe the impact innovation and ingenuity had on American Indians. 		

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2	4.H.CH.1 4.G.MM.1 4.H.CH.2 4.H.CO.1	<p><u>Learning Intention:</u> We are learning about exploration.</p> <p><u>Success Criteria:</u> I am successful when I can ...</p> <ol style="list-style-type: none"> 1. Compare cultural characteristics of groups that immigrated or were brought forcibly to the US. 2. Explain examples of conflict among groups of people. 3. Explain examples of collaboration among groups of people. 4. Describe how migration and settlement impacted diverse groups of people. 5. Describe the impact innovation had on the development of the US. 	<p>4.H.CH.1 & H.CO.1 Resource</p> <p>Resources</p>	
	4.H.CO.1 4.G.GR.1	<p><u>Learning Intention:</u> We are learning about settlements.</p> <p><u>Success Criteria:</u> I am successful when I can ...</p> <ol style="list-style-type: none"> 1. Explain examples of conflict among groups of people. 2. Explain examples of collaboration among groups of people. 3. Analyze how location and landforms affect human settlement and movement. 4. Analyze how location and landforms affect the use of various resources. 		<p>Settlements</p> <p>Teacher Notes: 3-4. Do this through using maps , photos, and other geographic representations.</p>

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3	4.C.CP.1 4.G.HE.1 4.C.CP.2 4.E.ST.1 4.H.CE.1 4.G.GR.1 4.G.HI.1	<p><u>Learning Intention:</u> We are learning about colonies.</p> <p><u>Success Criteria:</u> I am successful when I can ...</p> <ol style="list-style-type: none"> 1. Analyze how geographic features created challenges for the development of Colonial America 2. Analyze how geographic features created opportunities for the development of Colonial America 3. Analyze how location and landforms affect human settlement and movement. 4. Explain how environmental characteristics affect the interactions of people, goods, and ideas. 5. Explain how location and landforms affect the use of various resources. 6. Explain how economic characteristics affect the interactions of people, goods, and ideas. 7. Explain how trade led to increasing economic interdependence. 8. Explain how cultural characteristics affect the interactions of people, goods, and ideas. 9. Compare the monarchy with the self-governing system developed in Colonial America. 10. Describe diverse (different) forms of self-government used by various groups in Colonial America. 11. Explain causes and effects of historical events through Colonial America. <p><u>Cross Curricular Narrative Writing:</u> Choose the perspective of an European Colonist or American Indian. From that perspective, explain examples of conflict and collaboration with various groups. What was happening? What did you see? What did you hear? How did you feel? (4.H.CE.1, 4.H.CH.1)</p>	Resources	<p><u>Colonies</u></p> <p>Teacher Notes:</p> <p>5. Use chronological sequences of events. Connecting the dots from Native Americans all the way to the Colonies.</p> <p>8-9. Do this through using maps , photos, and other geographic representations.</p> <p>Assessed in Later Units</p>

<p>3 Cont'd</p>	<p>4.C.PR.1 4.C.RR.1 4.C.KGO.1 4.C.CV.1</p>	<p><u>Learning Intention:</u> We are learning about government.</p> <p><u>Success Criteria:</u> I am successful when I can ...</p> <ol style="list-style-type: none"> 1. Locate examples of civic participation in past and current events. 2. Describe the importance of civic participation. 3. Describe the processes people use to change rules and laws. 4. Explain how development of rules attempts to meet the needs of citizens. 5. Explain how development of rules improves communities. 6. Assess the ability of governments to foster civic virtues. 7. Assess the ability of governments to uphold democratic principles. 		<p><u>Government</u></p> <p>Teacher Notes:</p> <p>1. "Locate" can be "cite" in this context. Voting, election process, public meetings, communicating with representatives. Finding in newspapers, news reels, photos, real life, etc.</p> <p>6. Include at least Monarchy and Democracy. Evaluate the effectiveness of these to foster civic virtues.</p> <p>7. Include at least Monarchy and Democracy. Evaluate the effectiveness of these to uphold democratic principles (ability to vote, equality before the law, consent of the governed, etc.).</p>
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4	4.E.MI.2 4.E.IC.1 4.E.MA.1 4.E.MI.1	<p><u>Learning Intention:</u> We are learning about economics.</p> <p><u>Success Criteria:</u> I am successful when I can ...</p> <ol style="list-style-type: none"> 1. Investigate the relationship between supply and demand. 2. Describe the relationship between available resources, opportunity costs, migration, and settlement. 3. Evaluate the relationship between available resources, opportunity costs, migration, and settlement. 4. Explain the role of producers, consumers, products, and labor in economic markets. 5. Compare/Contrast ways that the government interacts with the economy. 	Resources	<p>Economics</p> <p>Teacher Notes: 3. An example of this is "Which place would be better to settle or migrate to, A or B?"</p>
	4.H.KH.1 4.E.KE.1 4.G.KGE.1	<p><u>Learning Intention:</u> We are learning about Kentucky.</p> <p><u>Success Criteria:</u> I am successful when I can ...</p> <ol style="list-style-type: none"> 1. Identify the significance of diverse groups of people in Kentucky. 2. Describe the significance of diverse groups of people in Kentucky. 3. Predict how producers in colonial Kentucky used the factors of production to make goods, deliver services, and earn profits. 4. Compare how the movement of people, goods, and ideas in Colonial America and modern Kentucky were affected by technology. 		<p>Kentucky</p> <p>Teacher Notes: 1. From European Exploration to the Thirteen Colonies. Recognizing contributions of American Indians, Slaves, European Colonists, & Indentured Servants.</p> <p>2. From European Exploration to the Thirteen Colonies. Describing why the contributions of those groups were important.</p> <p>3. This would make a GREAT inquiry activity. This is an application of their knowledge of the resources available in KY during colonial times. **Factors of production—land, labor, capital, and entrepreneurship</p> <p>4. Comparing past and present</p> <p>Assessed in Later Units</p>