

**Hardin County Schools Combined Curriculum Guide  
Social Studies -- Fourth Grade – Historical Perspective  
DRAFT**

Big Idea	<b>HISTORICAL PERSPECTIVE</b>			
<b>Academic Expectations</b>	<b>2.20</b> Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.			
<b>POS Understandings</b>	<b>SS-4-HP-U-1</b> Students will understand that history is an account of human activities that is interpretive in nature and a variety of tools (e.g., primary and secondary sources) are needed to analyze and understand historical events.	<b>9 Weeks Taught</b>	<b>1</b> 2    3    4	
<b>POS Skills &amp; Concepts</b>	<b>Date(s) Taught</b>	<b>Core Content for Assessment</b>	<b>Objective</b>	<b>Essential Vocabulary</b>
<b>SS-4-HP-S-1</b> Students will demonstrate an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources): <ul style="list-style-type: none"> <li>a) investigate and chronologically describe (e.g., timelines, charts) significant events in Kentucky history, from early development as a territory to development as a state</li> <li>b) interpret and describe events in Kentucky's history in terms of their importance</li> </ul> <b>SS-4-HP-S-2</b> Students will use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental): <ul style="list-style-type: none"> <li>a) examine and compare factual and fictional accounts of historical events in Kentucky's history</li> <li>c) describe the significance of historical documents, symbols, and songs related to Kentucky's history (e.g., Kentucky's Constitution, state flag, state song)</li> </ul>		<b>SS-04-5.1.1</b> <b>Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to describe significant events in the history of Kentucky and interpret different perspectives.</b> <div style="text-align: right;">DOK 2</div> <b>SS-04-5.2.1</b> <b>Students will identify significant historical documents, symbols, songs and selected readings (e.g., state flag, United We Stand, Divided We Fall, My Old Kentucky Home,) specific to Kentucky and explain their historical significance.</b> <div style="text-align: right;">DOK 2</div>	<b>I can use many primary and secondary sources to describe Kentucky's past and interpret different perspectives.</b>  <b>I can identify patriotic and historical songs, symbols and readings of Kentucky.</b>	Documents, symbols, culture, primary sources, secondary sources

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<b>Strategies &amp; Activities</b>	<b>Resources</b>	<b>Common Assessments</b>
<ul style="list-style-type: none"> <li>• CODE Primary and secondary sources</li> <li>• Practice workbook (US Regions) Page 38</li> </ul>	Harcourt Textbook, Kentucky – Page 80-81 Harcourt Textbook, US Regions – Page 132-133 Readings, artifacts, diaries, time lines Note: Primary Sources ongoing throughout textbook	N/A – assessment at teacher’s discretion
	<b>Essential Questions</b> How do primary and secondary sources help me to analyze and understand historical events?	<b>Higher Order Questions</b> <ul style="list-style-type: none"> <li>• How would you explain the difference between a primary and secondary source?</li> <li>• Why would a timeline be important in understanding significant events in the history of Kentucky</li> </ul>

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<b>POS Understandings</b>	<b>SS-4-HP-U-2</b> Students will understand that the history of Kentucky can be analyzed by examining the connected events shaped by multiple cause-effect relationships, tying past to present.		<b>9 Weeks Taught</b>	<b>1</b> 2    3    4
<b>POS Skills &amp; Concepts</b>	<b>Date(s) Taught</b>	<b>Core Content for Assessment</b>	<b>Objective</b>	<b>Essential Vocabulary</b>
<b>SS-4-HP-S-1</b> Students will demonstrate an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources): <b>c)</b> examine cause and effect relationships that influenced Kentucky's history		<b>SS-04-5.1.1</b> <b>Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to describe significant events in the history of Kentucky and interpret different perspectives.</b>  <b>DOK 2</b>	<b>I can use many primary and secondary sources to describe Kentucky's past and interpret different perspectives.</b>	Cause and effect, primary secondary
<b>Strategies &amp; Activities</b>		<b>Resources</b>	<b>Common Assessments</b>	
<ul style="list-style-type: none"> <li>• CODE Primary and secondary sources</li> <li>• Practice workbook (US Regions) Page 38</li> <li>• KCCT Prep (Harcourt) – Pages 54-55. This document is copyrighted and can only be used if purchased as classroom sets.</li> </ul>		Harcourt Textbook, Kentucky – Pages 198-199 Ky Web Site Field Trip (My Old Kentucky Home, Abe Lincoln's Birthplace, Capitol)	N/A – assessment at teacher discretion.	
		<b>Essential Questions</b>	<b>Higher Order Questions</b>	
		How do primary and secondary sources help me to analyze and understand historical events?	<ul style="list-style-type: none"> <li>• Why would Kentuckians want symbols that are specific to Kentucky?</li> <li>• How would historical documents, songs, and symbols help one understand Kentucky's history and patriotism?</li> </ul>	

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<b>POS Understandings</b>	<b>SS-4-HP-U-3</b> Students will understand that the history of Kentucky has been impacted by significant individuals, groups and advances in technology.		<b>9 Weeks Taught</b>	1 <b>2</b> 3 <b>4</b>
<b>POS Skills &amp; Concepts</b>	<b>Date(s) Taught</b>	<b>Core Content for Assessment</b>	<b>Objective</b>	<b>Essential Vocabulary</b>
<b>SS-4-HP-S-1</b> Students will demonstrate an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources): d) explain reasons that different groups of people explored and settled in Kentucky e) investigate the influences/contributions of diverse groups to the culture of Kentucky today  <b>SS-4-HP-S-2</b> Students will use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental): b) investigate change over time (e.g., transportation, communication, education, technology, lifestyles and conditions) in Kentucky's history		<b>SS-04-5.2.2 (2<sup>nd</sup> nine weeks)</b> <b>Students will identify and compare the cultures of diverse groups and explain why people explored and settled in Kentucky.</b>  DOK 2  <b>SS-04-5.2.3 (4<sup>th</sup> nine weeks)</b> <b>Students will compare change over time in communication, technology, transportation and education in Kentucky.</b>  DOK 3	<b>I can identify groups that settled in Kentucky. (2<sup>nd</sup>)</b>  <b>I can compare cultures of groups that settled in Kentucky. (2<sup>nd</sup>)</b>  <b>I can compare changes over time in Kentucky in communications, technology, transportation and education. (4<sup>th</sup>)</b>	Diversity, cultures, explore, settle
<b>Strategies &amp; Activities</b>		<b>Resources</b>	<b>Common Assessments</b>	
<ul style="list-style-type: none"> <li>KCCT Prep (Harcourt) "People Move from Place to Place"</li> </ul>		Kentucky Book (Harcourt)	N/A – assessment at teacher discretion	
		<b>Essential Questions</b>	<b>Higher Order Questions</b>	
		How has Kentucky's history been impacted by individuals, groups and technology?	2 <sup>nd</sup> nine weeks – Why did diverse groups explore and settle in Kentucky? 4 <sup>th</sup> nine weeks - Why might communication, technology, transportation and education change over time?	