

State	Website	State Standard #	Virtual History- Settling America Concept	Sections
Kentucky	<a href="http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/">http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/</a>	Combined Curriculum Document-Fifth Grade Combined Curriculum Document-Eighth Grade	Geography <ul style="list-style-type: none"> <li>• Geography of the Atlantic world, including the Americas and England</li> <li>• Preparations for and challenges of a transatlantic voyage</li> </ul>	<p><b>Fifth Grade</b></p> <p><b>SS-5-G-U-2</b>            Students will understand that patterns emerge as humans move, settle and interact on Earth’s surface and can be identified by examining the location of physical and human characteristics, how they are arranged and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.</p> <p><b>SS-5-G-S-2</b>            Students will investigate regions on the Earth’s surface and analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):</p> <p style="margin-left: 20px;">a) explain how places and regions in the U.S. are defined by their human characteristics (e.g., language, settlement patterns, religious beliefs) and physical characteristics (e.g., climate, landforms, bodies of water)</p> <p>locate and describe patterns of human settlement and explain how these patterns were influenced by the physical characteristics (e.g., climate, landforms, bodies of water) of places and regions in the United States</p> <p><b>SS-05-4.3.1</b>            Students will explain patterns of human settlement in the early development of the United States and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, bodies of water).</p>

**DOK 2**

**SS-05-4.4.2**

Students will describe how the physical environment (e.g., mountains as barriers for protection, rivers as barriers of transportation) both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion).

**SS-05-5.2.2**

Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today.

**Eighth Grade**

**SS-8-G-U-2**

Students will understand that patterns emerge as humans move, settle, and interact on Earth's surface and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict in the United States prior to Reconstruction.

**SS-8-G-S-2**

Students will investigate regions of the Earth's surface in the United States prior to Reconstruction using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

				<p>a) explain relationships between and among physical characteristics of regions and how they were made distinctive by human characteristics (e.g., dams, roads, urban centers); describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted</p> <p>b) describe patterns of human settlement; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity, and technology) affected human migration</p> <p><b>SS-08-4.3.1</b> Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>SS-08-4.3.2</b> Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in the United States prior to Reconstruction.</p>
			<p>Economics</p> <ul style="list-style-type: none"> <li>• Challenges to surviving the early years of a new colony</li> <li>• Colonial agriculture, hunting and fishing</li> <li>• Cash crops</li> <li>• Fur trade</li> <li>• Trade with Europe</li> </ul>	<p><b>Fifth Grade</b></p> <p><b>SS-5-E-U-1</b> Students will understand that the basic economic problem confronting individuals, groups and businesses in the United States today is scarcity: as a result of scarcity, economic choices and decisions must be made.</p> <p><b>SS-5-E-S-1</b> Students will demonstrate an understanding using information from print and non-print sources (e.g., documents, informational</p>

				<p>passages/texts, interviews, digital and environmental) of the connection between resources, limited productive resources and scarcity:</p> <ul style="list-style-type: none"> <li>a) investigate different kinds of resources (e.g., natural, human, capital)</li> <li>b) explain how individuals and groups in the United States make economic decisions based upon limited productive resources (natural, human, capital) and give examples of how these decisions create interdependence between individuals, groups and businesses</li> </ul> <p><b>SS-05-3.1.1</b> Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources- natural, human, capital) and incur opportunity costs. DOK 2</p> <p><b>SS-5-E-U-2</b> Students will understand that a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) impact individuals, groups and businesses in the United States today.</p> <p><b>SS-5-E-U-4</b> Students will understand that markets enable buyers and sellers to exchange goods and services.</p> <p><b>SS-5-E-S-3</b> Students will demonstrate an understanding of markets: a) explain how goods and services are/were exchanged investigate and give examples of markets; explain how</p>
--	--	--	--	---

				<p>markets have changed over time during the history of the United States</p> <p><b>SS-05-3.3.1</b> Students will give examples of markets in different periods of U.S. History (Colonization, Expansion, Industrialization, Twentieth Century to Present) and explain similarities and differences.</p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>SS-5-E-U-5</b> Students will understand that production, distribution and consumption of goods and services have changed over time in the United States.</p> <p><b>SS-5-E-S-4</b> Students will use a variety of sources:</p> <ul style="list-style-type: none"> <li>a) investigate and trace (e.g., write, draw, chart, timeline) change over time in the production, distribution and consumption of goods and services in the United States</li> </ul> <p><b>SS SS-05-3.4.1</b> Students will describe production, distribution and consumption of goods and services in the history of the U.S. (Colonization, Industrialization, Twentieth Century to Present).</p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>SS-5-E-U-6</b> Students will understand that individuals, groups and businesses in the United States demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services.</p>
--	--	--	--	---

				<p><b>SS-5-E-S-1</b>  Students will demonstrate an understanding using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) of the connection between resources, limited productive resources and scarcity:  explain how individuals and groups in the United States make economic decisions based upon limited productive resources (natural, human, capital) and give examples of how these decisions create interdependence between individuals, groups and businesses</p> <p><i>SS-05-3.4.3</i>  <i>Students will define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services.</i></p> <p><b>Eighth Grade</b></p> <p><b>SS-8-E-U-1</b>  Students will understand that the basic economic problem confronting individuals, societies and government in the development of the United States prior to Reconstruction was scarcity; as a result of scarcity, economic choices and decisions were made.</p> <p><b>SS-8-E-S-1</b>  Students will demonstrate an understanding of the nature of limited resources and scarcity in the United States prior to Reconstruction, using information from a variety of print and non-print sources (e.g., news media, news magazines, textbook, Internet):  a) explain how scarcity required individuals, groups and</p>
--	--	--	--	---

				<p>governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)</p> <p><b>SS-8-E-S-3</b></p> <p>Students will analyze interdependence of economic activities among individuals and groups in the United States prior to Reconstruction</p>
			<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Style and materials for dress and housing of European settler</li> <li>• Law, justice and punishment</li> <li>• Raids, militias and defense</li> </ul>	<p><b>Fifth Grade</b></p> <p><b>SS-5-CS-U-1</b></p> <p>Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.</p> <p><b>SS-5-CS-S-1</b></p> <p>Students will demonstrate an understanding of culture and cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups:</p> <ul style="list-style-type: none"> <li>a) investigate cultural similarities and differences of diverse groups (e.g., English, French, Spanish and Dutch Colonists, West Africans, Immigrants of the 1800's) during the early development of the United States</li> <li>b) research the contributions of diverse groups to the culture (e.g., beliefs, traditions, literature, the arts) of the United States today</li> </ul> <p>investigate factors that promoted cultural diversity in the history of the United States</p>

				<p><b>SS-5-CS-U-2</b> Students will understand that cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.</p> <p><b>SS-5-CS-S-2</b> Students will examine social institutions (e.g., family, religion, education, government, economy) in the United States and explain their functions</p> <p><b>SS-5-CS-U-3</b> Students will understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.</p> <p><b>SS-5-CS-S-3</b> Students will describe conflicts that occurred among and between diverse groups (e.g., Native Americans and the early Explorers, Native Americans and the Colonists, the British Government and the English Colonists, Native Americans and the U.S. Government) during the settlement of the United States; explain the causes of these conflicts and the outcomes</p> <p><b>Eighth Grade</b></p> <p><b>SS-8-GC-U-2</b> Students will understand that the United States government was formed to establish order, provide security and</p>
--	--	--	--	---

				<p>accomplish common goals.</p> <p><b>SS-8-GC-S-1</b>  Students will demonstrate an understanding (e.g., illustrate, write, model, projects, present) of the nature of government:</p> <p>a) explain the role of government (e.g., establishing order, providing security, achieving common goals) in the United States prior to Reconstruction and make connections to how government influences culture, society and the economy</p> <p><b>SS-8-CS-U-1</b>  Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.</p> <p><b>SS-8-CS-S-1</b>  Students will demonstrate an understanding (e.g., speak, draw, write, sing, create) of the nature of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups in the United States prior to Reconstruction and explain how culture served to define specific groups and resulted in unique perspectives</p> <p><b>SS-8-CS-S-5</b>  Students will compare examples of cultural elements of today to those in the United States prior to Reconstruction, using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts)</p>
--	--	--	--	--

				<p><b>SS-08-2.1.1</b>  Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p><b>SS-8-HP-U-2</b>  Students will understand that U.S. History can be analyzed by examining significant eras (Exploration as it relates to the settlement of America, The Great Convergence, Colonization and Settlement, Revolution and the New Nation, Expansion and Reform, Civil War) to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.</p> <p><b>SS-8-HP-S-2</b>  Students will investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts) to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:</p> <ul style="list-style-type: none"> <li><b>a)</b> analyze how exploration and the settlement of America caused diverse cultures to interact in various forms (e.g., compromise, cooperation, conflict, competition); explain how governments expanded their territories and the impact this had on the United States prior to Reconstruction</li> <li><b>b)</b> describe events and conditions that led to the "Great Convergence" of European, African and Native American people beginning in the late 15th century; analyze how America's diverse society developed as a result of these events</li> </ul> <p><b>SS-08-5.1.2</b>  Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships</p>
--	--	--	--	--

				<p>and give examples of those relationships.</p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>SS-08-5.2.1</b> Students will explain events and conditions that led to the "Great Convergence" of European, African and Native American people beginning in the late 15th century, and analyze how America's diverse society developed as a result of these events.</p>
			<p>Indian Culture and Diplomacy</p> <ul style="list-style-type: none"> <li>• Style and materials for dress and housing</li> <li>• Contributions to European survival</li> <li>• Trade, including fur, seeds, guns, and metal goods</li> <li>• Treaties and conflict</li> </ul>	<p><b>Fifth Grade</b></p> <p><b>SS-5-CS-U-1</b> Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.</p> <p><b>SS-5-CS-S-3</b> Students will describe conflicts that occurred among and between diverse groups (e.g., Native Americans and the early Explorers, Native Americans and the Colonists, the British Government and the English Colonists, Native Americans and the U.S. Government) during the settlement of the United States; explain the causes of these conflicts and the outcomes</p> <p><b>Eighth Grade</b></p> <p><b>SS-8-CS-U-1</b></p>

				<p>Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.</p> <p><b>SS-8-CS-S-1</b> Students will demonstrate an understanding (e.g., speak, draw, write, sing, create) of the nature of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups in the United States prior to Reconstruction and explain how culture served to define specific groups and resulted in unique perspectives</p> <p><b>SS-8-CS-S-5</b> Students will compare examples of cultural elements of today to those in the United States prior to Reconstruction, using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts)</p> <p><b>SS-08-2.1.1</b> Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</p> <p><b>SS-8-HP-U-2</b> Students will understand that U.S. History can be analyzed by examining significant eras (Exploration as it relates to the settlement of America, The Great Convergence, Colonization and Settlement, Revolution and the New</p>
--	--	--	--	---

				<p>Nation, Expansion and Reform, Civil War) to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.</p> <p><b>SS-8-HP-S-2</b>  Students will investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts) to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:</p> <ul style="list-style-type: none"> <li>c) analyze how exploration and the settlement of America caused diverse cultures to interact in various forms (e.g., compromise, cooperation, conflict, competition); explain how governments expanded their territories and the impact this had on the United States prior to Reconstruction</li> <li>d) describe events and conditions that led to the "Great Convergence" of European, African and Native American people beginning in the late 15th century; analyze how America's diverse society developed as a result of these events</li> </ul> <p><b>SS-08-5.1.2</b>  <b>Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</b></p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>SS-08-5.2.1</b>  <b>Students will explain events and conditions that led to the "Great Convergence" of European, African and Native American people beginning in the late 15th century, and analyze how America's diverse society developed as a result of these events.</b></p>
--	--	--	--	--