

Curriculum Alignment – Kentucky Program of Studies Living Archaeology Weekend

About the Curriculum Alignment

Curriculum alignment for Living Archaeology Weekend is based on the 2006 Program of Studies. Alignment in Arts and Humanities and Social Studies is based on 2013 Kentucky Core Academic Standards, which, in these two areas, continues to be the Program of Studies. Alignment based on Common Core Standards in English Language Arts and Common Core Standards in Mathematics will be forthcoming when funding becomes available for the LAW Steering Committee to hire an alignment consultant. Alignment in Arts and Humanities and Social Studies will be forthcoming when the Kentucky Department of Education adopts new standards.

Alignments for Living Archaeology Weekend activities, Red River Gorge content, and on-site demonstrations are indicated (inside parentheses). Alignments for specific lesson plans are found in the lessons.

Educational Objectives

Students will understand that:

- Native peoples who lived in the Red River Gorge had needs similar to ours: food, clothing, and shelter, as well as families, government, trade, art, and beliefs. They accomplished great things!
- Historic period settlers used new but parallel technologies to address similar needs, as they developed farms, industries, and communities in the Red River Gorge.
- We all have a responsibility to preserve the places in the Red River Gorge where these past people left behind the traces of their ways of life.

Overall Academic Expectations

- 1.2** Students make sense of the variety of materials they read.
- 1.3** Students make sense of the various things they observe.
- 1.4** Students make sense of the various messages to which they listen.
- 2.16** Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.19** Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.
- 2.20** Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.3** Students organize information to develop or change their understanding of a concept.
- 6.2** Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

Arts and Humanities

Academic Expectations

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

Program of Studies

AH-5-HA-S-Mu1

Students will associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe how the music reflects the cultures. (on-site demonstrations of river cane flutes, dulcimer, claw hammer banjo, washtub bass, Shawnee music and dance)

AH-5-HA-S-DT1

Students will associate folktales, legends or myths they experience or perform with specific cultures (Native American, Appalachian, West African); describe how the literature and oral traditions reflect the cultures. (on-site storytellers)

AH-5-PCA-S-DT1

Students will describe and compare multiple purposes for which dramatic works are created (sharing the human experience, passing on tradition and culture, recreational, artistic expression). (on-site storytellers)

AH-5-HA-S-VA1

Students will associate artworks they experience or create with specific cultures (Native American, Appalachian, West African); describe how the art of these cultures reflects the culture. (on-site demonstrations of basket making, mat making, weaving, quilting, smithing, and corn husk dolls)

AH-5-PCA-S-VA1

Students will describe and compare multiple purposes for which artworks are created (ceremonial, artistic expression, narrative, functional). (on-site demonstrations of basket making, weaving, quilting, smithing, and corn husk dolls)

Math

Program of Studies

MA-5-M-S-SM3

Students will convert units of time and determine elapsed time. (activities)

MA-5-M-S-SM4

Students will describe, define, give examples of and use to solve real-world and/or mathematical problems both nonstandard and standard (U.S. Customary, metric) units of measurement to include length, time, money, temperature (°F and °C) and weight. (activities)

Reading

Academic Expectations

- 1.2 Students make sense of the variety of materials they read.
- 1.3 Students make sense of the various things they observe.
- 1.4 Students make sense of the various messages to which they listen.

Program of Studies

EL-5-DIU-U-1

Students will understand that reading a wide range of print and non-print texts builds an understanding of texts, of themselves, and of different cultures. (pre- and post-reading materials)

EL-5-DIU-S-5

Students will identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content). (on-site scavenger hunt, glossaries, pre- and post-reading materials)

EL-5-DIU-S-9

Students will demonstrate understanding of informational passages/texts. (pre- and post- reading materials)

Social Studies

Academic Expectations

- 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.
- 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

Program of Studies

SS-5-GC-S-1

Students will demonstrate an understanding of government, using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):

- b)** explain how democratic governments work to promote the ““common good”” (e.g., making, enacting, enforcing laws that protect rights and property of all citizens). (*Loving the Gorge to Death* reading and activity)

SS-4-CS-S-1

Students will develop an understanding of the nature of culture:

- a)** explore and compare cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups (e.g., Native Americans and early settlers) in the early settlement of Kentucky. (on-site demonstrations)

b) examine the influences/contributions of diverse groups in Kentucky. (pre- and post-reading assignments and activities)

SS-5-CS-U-1

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. (on-site demonstrations, pre- and post-reading and activities)

SS-5-CS-S-1

Students will demonstrate an understanding of culture and cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups. (on-site demonstrations, pre- and post-reading and activities)

SS-5-G-S-3

Students will investigate how humans modify the physical environment:

- a)** describe how people modified the physical environment (e.g., dams, roads, bridges) to meet their needs during the early settlement of the United States
- c)** explain how different perspectives of individuals and groups impact decisions about the use of land (e.g., farming, industrial, residential, recreational) in the United States. (on-site demonstrations, pre- and post-reading and activities)

SS-5-E-U-5

Students will understand that production, distribution and consumption of goods and services have changed over time in the United States. (on-site demonstrations, pre- and post-reading and activities)

SS-5-HP-U-1

Students will understand that history is an account of human activities that is interpretive in nature. A variety of tools (e.g., primary and secondary sources) are needed to understand and analyze historical events. (on-site demonstrations, pre- and post-reading and activities)

SS-5-HP-S-1

Students will demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources):

- a)** investigate and chronologically describe major events in United States history (e.g., using timelines, charts, fictional and report writing, role playing) (on-site demonstrations, pre- and post-reading and activities)

SS-4-E-S-1

Students will develop an understanding of the nature of limited resources and scarcity:

- a)** use a variety of sources to research and give examples of productive resources (e.g., natural, human, capital) found in regions of Kentucky. (*Loving the Gorge to Death* reading and activity)

Speaking, Learning, and Observing

Academic Expectations

- 1.2** Students make sense of the variety of materials they read.
- 1.3** Students make sense of the various messages they observe.
- 1.4** Students make sense of the various messages to which they listen.
- 1.11** Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.12** Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Program of Studies

EL-5-SLO-U-3

Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning. (on-site demonstrations and storytelling)

EL-5-SLO-U-4

Students will understand that observation involves interpreting and constructing meaning. By viewing context, students infer, construct meaning, draw conclusions and form opinions about the world around them. (on-site demonstrations and storytelling)