

Grade 4	Unit 1: Government and Civics		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
Student will:			
<p>1. What is government and the roles of each branch of government?</p> <p>2. What are the rights and responsibilities of individuals as they apply to government?</p> <p>3. As a citizen how does local, state and federal government affect you?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> SS-04-1.1.1 Students will describe the basic purposes of Kentucky government (to establish order, provide security and accomplish common goals); give examples of the services that state governments provide (e.g., state police, state highways, state parks, public schools) and identify how the government of Kentucky pays for these services (e.g., sales taxes, state income taxes). DOK 2 <input type="checkbox"/> SS-04-1.1.2 Students will explain how state governments function (by making, enacting and enforcing laws) to protect the rights and property of citizens. DOK 2 <input type="checkbox"/> SS-04-1.2.1 Students will identify the three branches of Kentucky government, explain the basic duties of each branch (executive-enforce the laws, legislative-make the laws, judicial- interpret the laws) and identify important state offices/ leaders, (Governor, Lieutenant Governor, General Assembly, Senate, House, representatives, senators, Kentucky Supreme Court, judges) associated with each branch. DOK 2 <input type="checkbox"/> SS-04-1.2.2 <i>Students will explain how power is shared among the different branches (executive, legislative, judicial) of state government.</i> <input type="checkbox"/> SS-04-1.3.1 Students will identify the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in Kentucky’s Constitution and explain why they are important to citizens today. DOK 	<ul style="list-style-type: none"> <input type="checkbox"/> Government <input type="checkbox"/> Taxes <input type="checkbox"/> Executive <input type="checkbox"/> Judicial <input type="checkbox"/> Legislative <input type="checkbox"/> Constitution <input type="checkbox"/> Amendments <input type="checkbox"/> Bill of rights <input type="checkbox"/> Citizen <input type="checkbox"/> Democratic 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe 3 services provided to citizens of KY that our state taxes pay for. DOK 3 <input type="checkbox"/> Construct a graphic organizer with compares the three branches of government and how they interact at the national, state, and local level (shared powers). DOK 3 <input type="checkbox"/> Open Response – Shared Powers <input type="checkbox"/> Conduct a mock election with in the classroom to illustrate how elections work, qualities of a leader, and citizens roles within an election. <input type="checkbox"/> Review the Bill of rights and the Preamble to the constitution and participate in a class discussion for

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	<p>2</p> <ul style="list-style-type: none"> ❑ SS-04-1.3.2 Students will describe specific rights and responsibilities individuals have as citizens of Kentucky (e.g., voting in statewide elections, participating in state service projects, obeying state laws) and explain why civic engagement is necessary to preserve a democratic society. DOK 2 <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>GCI Understand the basic purposes of government in Kentucky including the establishment and maintenance of order, the protection of rights of individuals, and the promotion of the common good.</i> 	<ul style="list-style-type: none"> ❑ Government 	<p>the purpose of creating rules for a community, so students have a better understanding of the importance of rules and obeying laws, and consequences of not obeying laws. DOK 2</p> <ul style="list-style-type: none"> ❑ Interview their parents or other adults to determine what taxes taxpayers in their community pay. ❑ <u>CATS like assessment (MC & OR) see other 2 Open Responses.</u>

Grade 4	Unit 2: Culture and Society		Suggested Length: 12 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ul style="list-style-type: none"> ❑ What is culture and how has it changed? ❑ What is similarities and differences in culture within Kentucky? ❑ How does culture affect 	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-04-2.1.1 Students will identify early cultures (Native American, Appalachian, pioneers) in Kentucky and explain their similarities and differences. DOK 2 	<ul style="list-style-type: none"> ❑ Belief ❑ Culture 	<ul style="list-style-type: none"> ❑ Prehistoric Native Americans and create a Examine the history of Native Americans and create a petroglyph using Native America symbols. DOK 2 ❑ Compare the Native American way of life to the life we live today. (Open Response) DOK 3 ❑ Compare present day chores and games to those of pioneer children by completing activities such as: making butter, Johnny cakes, and applesauce. These activities will be related to real-life skills such as following a recipe. ❑ Research a country and present facts about their culture including dress, food, occupations, entertainment, language, customs, traditions and beliefs.

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ones life?	<ul style="list-style-type: none"> <input type="checkbox"/> SS-04-2.2.1 Students will describe social institutions (government, economy, education, religion, family) in Kentucky and how they respond to the needs of the people. <input type="checkbox"/> SS-04-2.3.1 Students will identify and describe various forms of interaction (compromise, cooperation, conflict) that occurred between individuals/groups during the early settlement of Kentucky (Native Americans and early settlers). <input type="checkbox"/> SS-04-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred during the early settlement of Kentucky between diverse groups (Native Americans, early settlers). DOK 2 <input type="checkbox"/> SS-04-2.3.2 Students will give examples of conflicts between individuals or groups today and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication) to use. <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> CS3 Understand how social institutions in Kentucky’s past and regions of the United States respond to human needs, structure society, and influence behavior. 	<ul style="list-style-type: none"> <input type="checkbox"/> Compromise <input type="checkbox"/> Institution <input type="checkbox"/> Unique <input type="checkbox"/> Society <input type="checkbox"/> Compromise <input type="checkbox"/> Prejudice <input type="checkbox"/> Stereotype 	<p>Student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design brochure, prepare a PowerPoint or prepare a poster to represent findings. <input type="checkbox"/> Interview family members about traditions and give a short presentation about their traditions so students can recognize similarities and differences. Voice of the Past Project with Mr. Simeral from the Extension Office. <input type="checkbox"/> Role-play ways to resolve conflicts. <input type="checkbox"/> View Bully computer lesson on line at the lab and complete on line assessment.

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	<ul style="list-style-type: none"> ❑ <i>CS2 Recognize the elements of culture using different groups from Kentucky’s past and regions of the United States as examples.</i> ❑ <i>CS1 Understand similarities and differences in the ways groups and cultures within Kentucky and regions of the United States address similar needs and concerns.</i> 		

Grade 4	Unit 3: Economics		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. How does the economy affect your choices? 2. How do my decisions as a consumer affect the economy? 3. What role does the government play in the economics of Kentucky? 	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-04-3.1.1 Students will describe scarcity and explain how scarcity requires people in Kentucky to make economic choices (e.g., use of productive resources - natural, human, capital) and incur opportunity costs. DOK 2 ❑ <i>SS-04-3.2.1 Students will explain how profit motivates individuals/businesses to take risks in producing goods and services.</i> ❑ SS-04-3.3.1 Students will give examples of markets; explain how they function and how the prices of goods and services are determined by supply and demand. DOK 2 ❑ <i>SS-04-3.3.2 Students will explain how competition among buyers and sellers influences the price of goods and services in</i> 	<ul style="list-style-type: none"> ❑ Available ❑ Economics ❑ Free enterprise ❑ Scarcity ❑ Barter ❑ Goods ❑ Services ❑ Wants ❑ Needs 	<ul style="list-style-type: none"> ❑ Make a decision on how to best use resources available to them by completing George’s Dilemma Tree House Activity. Students will understand what is given up is the opportunity cost. ❑ Decide what item they want to sell and write it down on an index card. Other students will make choices on which items to purchase. Students will understand what happens to the cost of an item as the demand for the item either increases/decreases. ❑ <i>Complete an open response on a lemonade stand.</i> ❑ <u>CATS Like Assessment (multiple choice and open response.</u> ❑ Locate through advertisements, in phone book, services and goods that are available for consumption. They will understand what makes a good advertisement and they

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	<p><i>our state, nation and world.</i></p> <ul style="list-style-type: none"> ❑ SS-04-3.4.1 Students will describe production, distribution and consumption of goods and services in regions of Kentucky and the U.S. DOK 2 ❑ <i>SS-04-3.4.2 Students will describe how new knowledge, technology/tools and specialization increases productivity and promotes trade between regions of Kentucky and the United States (e.g., Midwest – corn, South - citrus).</i> ❑ <i>SS-04-3.4.3 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><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>E3 Understand economic concepts (e.g., markets, good and services, supply and demand, scarcity, opportunity cost, money as a means of exchange, profits) and use them appropriately in context to explain conditions or events in Kentucky history and regions of the United States.</i> ❑ <i>E2 Understand that producers create goods and services and consumers make economic decisions and choices.</i> 	<ul style="list-style-type: none"> ❑ Financial institutions ❑ Revenue ❑ System ❑ Consumer ❑ Consumption ❑ Distribution ❑ Production ❑ Tax ❑ Interdependence ❑ Free enterprise ❑ Opportunity cost ❑ Demand ❑ Market ❑ Supply ❑ Profit ❑ Loss ❑ This vocabulary lends itself well to be used within each piece of core content and program of studies. 	<p>Student will:</p> <ul style="list-style-type: none"> will design their own ad. Competition among buyers and sellers. ❑ Visit a pioneer store within the classroom and make purchases with British money and make decisions on how to make purchases when no money is available. Students will then compare shopping in a pioneer store to shopping in a store today. ❑ Children’s Country Christmas Collection develop, plan, and operate a Christmas store for consumers to purchase student produced gifts.

Grade 4	Unit 4: Geography		Suggested Length: 5 weeks
Essential Questions	<i>Program of Studies and Core Content</i>	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What is relative and absolute location?</p> <p>2. What are the regions of Kentucky and how are they alike and different?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-04-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify and describe natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) in regions of Kentucky and the United States. DOK 2 ❑ <i>SS-04-4.1.2 Students will use geographic tools to locate major landforms, bodies of water, places and objects in Kentucky by their absolute and relative locations.</i> ❑ <i>SS-04-4.1.3 Students will describe how different factors (e.g. rivers, mountains) influence where human activities were/are located in Kentucky.</i> ❑ SS-04-4.2.1 Students will compare regions in Kentucky and the United States by their human characteristics (e.g., language, settlement patterns, beliefs) and physical characteristics (e.g., climate, landforms, bodies of water). DOK 2 ❑ SS-04-4.3.1 Students will describe patterns of human settlement in regions of Kentucky and explain how these patterns were/are influenced by physical characteristics (e.g., climate, landforms, bodies of water). DOK 2 	<ul style="list-style-type: none"> ❑ Absolute location ❑ Geography ❑ Latitude ❑ Longitude ❑ Physical characteristics ❑ Physical maps ❑ Political maps ❑ Relative location ❑ Thematic maps ❑ Fertile ❑ Inaccessible ❑ Population ❑ Adapt ❑ Perspective 	<ul style="list-style-type: none"> ❑ Locate specific locations on a map using longitude and latitude. ❑ Will draw a map of a playground using a grid and give the absolute location based on the grid and the relative location based on a point of reference. ❑ Create a flipbook that identifies the various types of maps and explains the purpose of each. ❑ Label the six regions of Kentucky on a map and identify what makes each region unique and create symbols to represent the region. ❑ Use the Marzano note taking strategy and complete notes on each of the regions of Kentucky. ❑ <i>Complete an Open Response for the purpose of comparing and contrasting two regions of their choice.</i> ❑ Create an outline using index cards. Each index card should list a major landform, its definition, and a picture. ❑ Use the jigsaw activity to compare and contrast different regions of the United States including states, capitals, and geographical features of each region. ❑ Describe the ecological importance of rivers and analyze why cities are located on rivers. ❑ Design a conservation poster that demonstrates the importance of protection of our natural resources.

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	<ul style="list-style-type: none"> ❑ SS-04-4.3.2 Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in Kentucky. DOK 2 ❑ SS-04-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Kentucky and explain its impact on the environment today. DOK 3 ❑ SS-04-4.4.2 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 Kentucky. DOK 2 <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>G1 Understand that all places on Earth have an absolute and relative location.</i> ❑ <i>G2 Recognize the five themes of geography (location, place, regions, movement and relationships within places) and use them to analyze geographic issues and problems in Kentucky and regions of the United States.</i> ❑ <i>G3 Use various representations of the Earth (e.g. maps, globes, mental maps) to find and explain human and physical geographic features in Kentucky and regions of the</i> 		<ul style="list-style-type: none"> ❑ Examine the location of the Mississippi and the Nile Rivers and analyze their uses and the effects of damming. (<u>Regions</u> pages 96-101) ❑ <i>Open Response: There are both natural and man-made barriers. List and explain three reasons why a man-made barrier may be created.</i> ❑ <u>CATS Like Assessment</u> (multiple choice and open response). ❑ Culminating Activity: Research a region of their choice and present using any media they choose to give facts about the region that affect the way people within their chosen region live. <ul style="list-style-type: none"> ❑ Describe Canada’s borders and shared landforms and bodies of water. ❑ Compare and contrast the cultural characteristics, geography and climate of Canada and the United States.

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	<p><i>United States.</i></p> <ul style="list-style-type: none"> ❑ <i>G4 Understand how humans have interacted with the physical environment to meet their needs in Kentucky and regions in the United States.</i> ❑ <i>G5 Recognize how the physical environment especially in the past, limited and promoted human settlement and activities in Kentucky.</i> 		

Grade 4	Unit 5: History		Suggested Length: 12 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do the historical events that took place in Kentucky effect our lives today?</p> <p>2. How are events in history recorded?</p> <p>3. What are natural symbols of the U.S.?</p> <p>4. How has our nation changed over time?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-04-5.1.1 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. DOK 2 ❑ SS-04-5.2.1 Students will identify significant historical documents, symbols, songs and selected readings (e.g., state flag, <i>United We Stand, Divided We Fall, My Old Kentucky Home,</i>) specific to Kentucky and explain their historical significance. DOK 2 ❑ SS-04-5.2.2 Students will identify and compare the cultures of diverse groups and explain why people explored and settled in Kentucky. DOK 2 ❑ SS-04-5.2.3 Students will compare change over time in communication, technology, transportation and education in Kentucky. 	<ul style="list-style-type: none"> ❑ Primary source ❑ Secondary source ❑ Colonial ❑ Era ❑ Immigrant ❑ Indigenous ❑ Innovation ❑ Motto ❑ Patriotic ❑ Slogan ❑ Tradition 	<ul style="list-style-type: none"> ❑ Identify the difference in a primary and secondary source and explain why one is more accurate than the other. ❑ Class Activity of pass it along as opposed to pass journal along. ❑ Create a booklet of patriotic songs and slogans and explain why these slogans are important to the United States in an Open Response form. ❑ Compare the Native American way of life to the life we live today. (Open Response) DOK 3 ❑ <i>Complete Open Response: Describing how technology, communication, and transportation have changed over</i>

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	<p>DOK 3</p> <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>H1 Develop a chronological understanding of Kentucky’s early development as a territory and state.</i> ❑ <i>H2 Explore different perspectives and interpretations of Kentucky history by using primary and secondary sources, artifacts and timelines.</i> ❑ <i>H3 Examine cause-and-effect relationships for events in Kentucky history and understand that some events had multiple causes.</i> ❑ <i>H4 Understand different groups throughout Kentucky’s history and their reasons for exploring and/or settling in Kentucky.</i> ❑ <i>H5 Recognize how lifestyles and conditions have changes over time in Kentucky.</i> ❑ <i>H6 Understand that specific symbols, slogans, buildings ,and monuments represent ideas and events in Kentucky’s history.</i> 		<p>Student will:</p> <p><i>time.</i></p> <ul style="list-style-type: none"> ❑ Take a field trip to Blue Licks to study artifacts found in Kentucky and learn more about the early cultures of Kentucky. When students return from Blue Licks, they will complete a transactive piece for their portfolio. This trip provides the opportunity to integrate math and science activities, including plant identification/classification, and math problem solving where students calculate the cost of the trip.