



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2013

Subject Content: **Social Studies** Grade **4th**

Indicates the Curriculum Map

Weeks 1 – 3	Weeks 4 – 6
Geography	Geography
<p>CORE CONTENT 4.1 Common Core Standards</p> <p>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</p> <p><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></p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i> N/A</p>	<p>CORE CONTENT 4.1 Common Core Standards</p> <p>SS-04-4.2.1 Students will compare regions in Kentucky and the United States by their human characteristics (e.g., language, settlement patterns, and beliefs) and physical characteristics (e.g., climate, landforms, bodies of water). DOK2</p> <p>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</p> <p><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></p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i> N/A</p>
CURRICULUM	CURRICULUM

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify map skills and natural resources	Identify longitude and latitude	Identify physical features and human activity	Identify Sub-Topics KY Geography	Identify Sub-Topics Natural Regions of KY	Identify Sub-Topics KYs people and resources
I CAN STATEMENTS: Identify and describe natural resources and physical characteristics in KY and US by using geographic tools	I CAN STATEMENTS: Use maps and globes to locate major landforms, bodies of water, places and objects in KY	I CAN STATEMENTS: Use longitude and latitude to find absolute location in regions of KY and US	I CAN STATEMENTS: Describe how physical features influence human activity in US	I CAN STATEMENTS: Identify natural resources and other physical characteristics	I CAN STATEMENTS: Describe patterns of human settlement. I can compare regions of the US and KY by human and physical characteristics and resources
Critical Vocabulary Geographic tools Maps Charts Graphs Natural resources	Critical Vocabulary Physical resources Landforms Bodies of water Climate Weather Roads Bridges	Critical Vocabulary Absolute location Relative location Longitude Latitude Physical features Rivers Mountains	Critical Vocabulary Hemisphere Equator Continent Relative location Region Physical characteristics Human characteristics Absolute location Lines of latitude Lines of longitude	Critical Vocabulary Natural region Plain Fertile Erosion Plateau Precipitation Sinkhole	Critical Vocabulary Natural resource Product Modify Mineral Fossil fuel Population Limited resource Scarcity

			Prime Meridian		
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
<p>Geography pre-test</p> <p>Create K-W-L chart</p>	<p>Create three-dimensional map showing six regions and their geographic distinctions</p> <p>Use maps, globes, mental maps, etc. to explain human and geographic physical features</p>	<p>Create travel brochures of unique places with some brochures focusing on physical characteristics and others focusing on human-made characteristics, using technology</p>	<p>TE 6 & TE 7</p> <p>Unit 1 audio text CD</p>	<p>TE 8</p>	<p>TE 9</p> <p>Unit 1 audio text CD</p> <p>United Steaming: The Regions of KY</p>
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
<p>United Streaming video Physical Geography quiz Harcourt SS</p>	<p>Workbook Skills practice and lessons activity sheets</p>	<p>Open Response: Describe two natural resources found in Kentucky</p>	<p>Label KY regions map.</p>	<p>List 3 natural resources and how they affect our economy.</p>	<p>Assign regions to cooperative groups for presentations.</p>
Summative	Summative	Summative	Summative	Summative	Summative
		<p>Open Response: List US regions and their geographic distinctions</p>	<p>Summarize geography of each region.</p> <p>Longitude and Latitude Assessment</p>	<p>Open Response Explain reasons for KYs nickname.</p>	<p>Venn Diagram Compare/Contrast regions of KY and U.S.</p>
		<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>			

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Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Harcourt Social Studies States and Regions Unit 1	United Streaming videos: Physical Geography, American Geography Close-Ups: Maps, Regions, Resources, and climate, Five Themes of Geography	www.pppst.com (geography and regions) Regions of KY website: http://staff.fcps.net/tcook/regionsofky.htm	Harcourt KY SS Text Book Unit 1- Lesson 1 Longitude/Latitude skills practice United Streaming: Globes and Us; Maps and Globes: Globes and Their Uses	Harcourt KY SS Text Book Natural Regions Characteristics Grid TE 8 Homework and Practice Book	Harcourt KY SS Text Book People and Resources: TE 9 United Streaming: Natural Resources

Weeks 7-9	Weeks 10-12
Geography	Historical Perspective (primary and secondary sources) Groups and cultures of KY
SS-04-4.3.2 Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places	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

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**

history of Kentucky and interpret different perspectives. **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**

CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Identify Sub-Topics</p> <p>The Geography of Kentucky/Natural regions and rivers</p>	<p>Identify Sub-Topics</p> <p>People and Resources/Early People</p>	<p>Identify Sub-Topics</p> <p>Early People/Native People</p>	<p>Identify Sub-Topics</p> <p>Exploration of Kentucky</p>	<p>Identify Sub-Topics</p> <p>Settlement Begins</p>	<p>Identify Sub-Topics</p> <p>The American Revolution</p>
<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can describe what advances help people to settle in KY 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can give examples and explain how people adapted to the physical environment to meet their needs. 	<p>I CAN STATEMENTS:</p> <ul style="list-style-type: none"> I can give examples and explain how people adapted to the physical environment to meet their needs. 	<p>I CAN STATEMENTS:</p> <p>I can identify early explores of KY and why they explored the land.</p> <p>I can describe the effects of early exploration into KY.</p> <p>I can explain the significance of Daniel Boone's exploration of KY.</p>	<p>I CAN STATEMENTS:</p> <p>Describe various forms of interactions that occurred during the early settlement of Kentucky between diverse groups.</p>	<p>I CAN STATEMENTS:</p> <p>I can explain the causes of the American revolution.</p>

<p>Critical Vocabulary</p> <p>Hemisphere Equator Continent Relative Location Region Physical Characteristics Human Characteristics Absolute Location</p>	<p>Critical Vocabulary</p> <p>Natural Region Plain Fertile Erosion Plateau Precipitation Sinkhole</p>	<p>Critical Vocabulary</p> <p>Natural Resource Product Modify Mineral Fossil fuel Population Limited resource Scarcity</p>	<p>Critical Vocabulary</p> <p>gap fort ally elevation relief</p>	<p>Critical Vocabulary</p> <p>Pioneer Frontier self-sufficient</p>	<p>Critical Vocabulary</p> <p>Tax Independence revolution station militia</p>
<p>Suggested Strategies/Activities</p> <p>Unit 1 Audio CD Interactive Map Transparencies</p>	<p>Suggested Strategies/Activities</p> <p>Unit 1 Audio CD Create a resource map Mammoth Cave Virtual Tour</p>	<p>Suggested Strategies/Activities</p> <p>Unit 1 Audio CD TE-9</p>	<p>Suggested Strategies/Activities</p> <p>Lesson review questions Vocabulary cards (I have..Who Has) TE10 Te11 www.harcourtschool.com/ss1</p>	<p>Suggested Strategies/Activities</p> <p>Unit 2 Audio CD Lesson review questions Vocabulary cards (I have..Who Has) TE12 TE13 TE14</p>	<p>Suggested Strategies/Activities</p> <p>Lesson review questions Vocabulary cards (I have..Who Has) TE15 TE16</p>
<p>Balanced Assessment: Formative</p> <p>Observations Cooperative Group Logs</p>	<p>Balanced Assessment: Formative</p> <p>Lesson Review questions</p>	<p>Balanced Assessment: Formative</p> <p>Lesson Review Questions</p>	<p>Balanced Assessment: Formative</p> <p>Observation Cooperative groups Review questions</p>	<p>Balanced Assessment: Formative</p> <p>Observation Cooperative groups Review questions</p>	<p>Balanced Assessment: Formative</p> <p>Observation Cooperative groups Review questions</p>

<p style="text-align: center;">Summative</p> <p>Constructed Response Open Response Multiple Choice Items</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p>Constructed Response Open Response Multiple Choice Items</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p>Constructed Response Open Response Multiple Choice Items</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p>Constructed responses Lesson quiz</p>	<p style="text-align: center;">Summative</p> <p>Constructed responses Lesson quiz Research Early Kentuckians-Article or brochure on specific group</p>	<p style="text-align: center;">Summative</p> <p>Unit 2 Test</p>
<p style="text-align: center;">Resources Needed</p> <p>Harcourt Social Studies Kentucky Book Unit 1 Lessons 1-2</p>	<p style="text-align: center;">Resources Needed</p> <p>Harcourt Social Studies Kentucky Book Unit 1 Lessons 3-4</p>	<p style="text-align: center;">Resources Needed</p> <p>Harcourt Social Studies Kentucky Book Unit 1 Lessons 4-5</p>	<p style="text-align: center;">Resources Needed</p> <p>Harcourt Social Studies Kentucky Book Unit 2 Lessons 1 Unit 2 Audio CD</p>	<p style="text-align: center;">Resources Needed</p> <p>Harcourt Social Studies Kentucky Book Unit 2 Lessons 2 Unit 2 Audio CD</p>	<p style="text-align: center;">Resources Needed</p> <p>Harcourt Social Studies Kentucky Book Unit 2 Lessons 3 Unit 2 Audio CD</p>

Weeks 13-15	Weeks 16-18
Historical Perspective (Kentucky symbols and songs)	Cultures and societies (the early cultures of KY)
<p>SS-04-5.2.1 Students will identify significant historical documents, symbols, songs and selected readings (e.g., state flag, United We Stand,</p>	<p>CORE CONTENT 4.1 Common Core Standards</p>

<p>Divided We Fall, My Old Kentucky Home,) specific to Kentucky and explain their historical significance. DOK 2</p>	<p>SS-04-2.1.1 Students will identify early cultures (Native American, Appalachian, pioneers) in Kentucky and explain their similarities and differences. DOK 2</p> <p><i>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</i></p> <p>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</p> <p style="text-align: center;">N/A</p>
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CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics Statehood	Identify Sub-Topics Kentucky Symbols and Songs	Identify Sub-Topics Kentucky Symbols and Songs	Identify Sub-Topics Growing and Changing	Identify Sub-Topics Kentucky during the Civil War	Identify Sub-Topics Kentucky after the civil war
I CAN STATEMENTS: identify significant historical documents, symbols, songs, and selected reading specific to Kentucky and explain their historical significance	I CAN STATEMENTS: identify significant historical documents, symbols, songs, and selected reading specific to Kentucky and explain their historical significance	I CAN STATEMENTS: identify significant historical documents, symbols, songs, and selected reading specific to Kentucky and explain their historical significance	I CAN STATEMENTS: Describe social institutions during the civil war Describe new technologies and tools throughout history	I CAN STATEMENTS: Describe social institutions during the civil war Describe new technologies and tools throughout history	I CAN STATEMENTS: Describe social institutions during the civil war Describe new technologies and tools throughout history

<p>Critical Vocabulary</p> <p>census boundary constitution democracy</p>	<p>Critical Vocabulary</p> <p>Historical documents Primary sources Secondary sources Symbols Documents</p>	<p>Critical Vocabulary</p> <p>Historical documents Primary sources Secondary sources Symbols Documents</p>	<p>Critical Vocabulary</p> <p>expedition navigable steamboat stagecoach surplus industry textile</p>	<p>Critical Vocabulary</p> <p>Civil war slavery slave state free state abolitionists secede border state neutral</p>	<p>Critical Vocabulary</p> <p>Sharecropping Locomotive manufacturing centennial</p>
<p>Strategies/Activities</p> <p>Research groups Lesson 4 Review questions Review and Test Prep pg. 96-97</p>	<p>Strategies/Activities</p> <p>Research groups Gallery Walks Models Performances Reader's Theatre</p>	<p>Strategies/Activities</p> <p>Research groups Gallery Walks Models Performances Reader's Theatre</p>	<p>Strategies/Activities</p> <p>Cooperative group work Compare/contrast Technologies and tools from then to now TE 19</p>	<p>Strategies/Activities</p> <p>Cooperative Groups Vocabulary (I Have, Who Has) TE20</p>	<p>Strategies/Activities</p> <p>Cooperative Groups Vocabulary (I Have, Who Has) TE 21</p>
<p>Balanced Assessment: Formative Observation Review questions Group Work</p> <p>Summative Unit 2 Test</p>	<p>Balanced Assessment: Formative</p> <p>Formative Observation Group Work Daily class tasks</p> <p>Summative Models</p>	<p>Balanced Assessment: Formative</p> <p>Formative Observation Group Work Daily class tasks</p> <p>Summative Models</p>	<p>Balanced Assessment: Formative</p> <p>Lesson review questions Lesson terms</p> <p>Summative</p> <p>Constructed responses</p>	<p>Balanced Assessment: Formative</p> <p>Lesson review questions Lesson terms</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Lesson review questions Lesson terms</p> <p>Summative</p>

<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Performances</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Performances</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Constructed responses</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Lessons 1-3 quiz</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed Harcourt Social Studies Kentucky Book Lesson 4</p>	<p>Resources Needed KY Flag Symbols Songs Pictures photographs</p>	<p>Resources Needed KY Flag Symbols Songs Pictures photographs</p>	<p>Resources Needed Harcourt Social Studies Kentucky Book Audio CD</p>	<p>Resources Needed Harcourt Social Studies Kentucky Book Audio CD</p>	<p>Resources Needed Harcourt Social Studies Kentucky Book Audio CD</p>

<p>Weeks 19-21</p>	<p>Weeks 22-24</p>
<p>Cultures and societies (the early cultures of KY)</p>	<p>Kentucky Today</p>
<p>CORE CONTENT 4.1 Common Core Standards</p> <p>SS-04-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred during the early</p>	<p>CORE CONTENT 4.1 Common Core Standards</p>

settlement of Kentucky between diverse groups (Native Americans, early settlers). **DOK 2**

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.

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

N/A

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

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.

SS-04-5.2.3 Students will compare change over time in communication, technology, transportation and education in Kentucky. **DOK 3**

CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Exploration & Settlement	Exploration & Settlement	Conflict Resolution	A New Century World War I World War II	Into Modern Times Recent Times	Into Modern Times Recent Times
I CAN STATEMENTS: I Can identify early explorers of the state of KY.	I CAN STATEMENTS: I can describe interactions between early explores of KY and Native American groups located on the	I CAN STATEMENTS: I can identify examples of conflict in today's society.	I CAN STATEMENTS: Describe various forms of interactions, conflicts, and compromise between individuals in KY'S history.	I CAN STATEMENTS: Describe change over time for Kentucky Students will compare	I CAN STATEMENTS: Describe change over time for Kentucky Students will compare

<p>I can explain the significance of early KY exploration and how it affected growth in the United States.</p> <p>I can locate the settlement of Boonesboro and discuss life in the fort.</p>	<p>Land.</p> <p>I can explain why conflict arose between early KY settlers and Native American groups.</p>	<p>I can explain how compromise and cooperation helps to solve conflict among cultural groups.</p> <p>I can give examples of how to solve conflicts using compromise & cooperation.</p>		<p>change over time in communication, technology, transportation and education in Kentucky</p>	<p>change over time in communication, technology, transportation and education in Kentucky</p>
<p>Critical Vocabulary</p> <p>Exploration Settlement Daniel Boone Cumberland gap Trail Blazer</p>	<p>Critical Vocabulary</p> <p>Conflict Compromise cooperation</p>	<p>Critical Vocabulary</p> <p>Society Interaction Conflict Compromise Cooperation</p>	<p>Critical Vocabulary</p> <p>Civilian Bond Suffrage Entrepreneur Depression Unemployment shortage</p>	<p>Critical Vocabulary</p> <p>Economy Rural Urban Suburb Metropolitan area Civil rights Segregation Hi-tech Terrorist</p>	<p>Critical Vocabulary</p> <p>Economy Rural Urban Suburb Metropolitan area Civil rights Segregation Hi-tech Terrorist</p>
<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>

<p>Cooperative Groups Peer Buddies Think-Pair-Share</p> <p>Pop Corn Reading Strategy</p>	<p>Cooperative Groups Peer Buddies Think-Pair-Share</p> <p>Pop Corn Reading Strategy</p>	<p>Cooperative Groups Peer Buddies Think-Pair-Share</p> <p>Pop Corn reading Strategy</p>	<p>Cooperative Groups Peer Buddies Think-Pair-Share</p> <p>Pop Corn reading Strategy</p>	<p>Cooperative Groups Peer Buddies Think-Pair-Share</p> <p>Pop Corn reading Strategy</p>	<p>Cooperative Groups Peer Buddies Think-Pair-Share</p> <p>Pop Corn reading Strategy</p>
<p>Balanced Assessment: Formative</p> <p>Teacher Observation Classroom Assignments/Activities Teacher Questioning Entrance/Exit Slips Constructed Response</p> <p>Summative</p> <p>Teacher Constructed Exam Multiple Choice Questions Constructed Response Open Response</p> <p>Common (PLC Teams will design the common assessments,</p>	<p>Balanced Assessment: Formative</p> <p>Teacher Observation Classroom Assignments/Activities Teacher Questioning Entrance/ Exit Slips Constructed Response</p> <p>Summative</p> <p>Teacher Constructed Exam Multiple Choice Questions Constructed Response Open response</p> <p>Common (PLC Teams will design the</p>	<p>Balanced Assessment: Formative</p> <p>Teacher Observation Classroom Assignments/activities Teacher Questioning Entrance/Exit Slips Constructed Response</p> <p>Summative</p> <p>Teacher Constructed Exam Multiple Choice Questions Constructed Response Open response</p> <p>Common (PLC Teams will design the common assessments,</p>	<p>Balanced Assessment: Formative</p> <p>Teacher Observation Classroom Assignments/Activities Teacher Questioning Entrance/Exit Slips Constructed Response</p> <p>Summative</p> <p>Teacher Constructed Exam Multiple Choice Questions Constructed Response Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade</p>	<p>Balanced Assessment: Formative</p> <p>Teacher Observation Classroom Assignments/Activities Teacher Questioning Entrance/ Exit Slips Constructed Response</p> <p>Summative</p> <p>Teacher Constructed Exam Multiple Choice Questions Constructed Response Open response</p> <p>Common (PLC Teams will design the common</p>	<p>Balanced Assessment: Formative</p> <p>Teacher Observation Classroom Assignments/activities Teacher Questioning Entrance/Exit Slips Constructed Response</p> <p>Summative</p> <p>Teacher Constructed Exam Multiple Choice Questions Constructed Response Open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade</p>

i.e., grade level, and/or depts..)	common assessments, i.e., grade level, and/or depts..)	i.e., grade level, and/or depts..)	level, and/or depts..)	assessments, i.e., grade level, and/or depts..)	level, and/or depts..)
Resources Needed Textbook Workbook United Streaming Brain Pop Maps Internet Study Island	Resources Needed Textbook Workbook United Streaming Brain Pop Maps Internet Study Island Web-Quest	Resources Needed Textbook Workbook United Streaming Brain Pop Internet Web-Quest	Resources Needed Harcourt Text www.unitestreaming.com Brain Pop Internet Web-Quest	Resources Needed Harcourt Text www.unitestreaming.com Brain Pop Internet Web-Quest	Resources Needed Harcourt Text www.unitestreaming.com Brain Pop Internet Web-Quest

Weeks 25-27	Weeks 28-30
Kentucky Today	Kentucky Government
<p>CORE CONTENT 4.1 Common Core Standards</p> <p>SS-04-5.2.3 Students will compare change over time in communication, technology, transportation and education in Kentucky. DOK 3</p> <p>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</p> <p><i>SS-04-2.2.1 Students will describe social institutions (government, economy,</i></p>	<p>CORE CONTENT 4.1 Common Core Standards</p> <p>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</p> <p>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</p>

education, religion, family) in Kentucky and how they respond to the needs of the people.

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.
N/A

citizens. **DOK 2**

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. **DOK2**

SS-04-1.2.2 Students will explain how power is shared among the different branches (executive, legislative, judicial) of state government.

SS-04-1.2.2
Students will explain how power is shared among the different branches (executive, legislative, judicial) of state government.

CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Into Modern Times Recent Times	Compare/Contrast then and now	Arts. Education, and Culture	KY State Government	Branches of Government	Local Government
I CAN STATEMENTS: Describe change over time for Kentucky Students will compare change over time in communication, technology, transportation and	I CAN STATEMENTS: Describe change over time for Kentucky Students will compare change over time in communication, technology, transportation and	I CAN STATEMENTS: Students will explain and give examples of how people adapted to/modified the physical environment and how it impacts KY today	I CAN STATEMENTS: Describe basic purposes of government Explain how the government functions	I CAN STATEMENTS: Identify the three branches of government Explain how their powers are shared	I CAN STATEMENTS: Describe basic purposes of government Explain how the government functions

education in Kentucky	education in Kentucky				
Critical Vocabulary Economy Rural Urban Suburb Metropolitan area Civil rights Segregation Hi-tech Terrorist	Critical Vocabulary Economy Rural Urban Suburb Metropolitan area Civil rights Segregation Hi-tech Terrorist	Critical Vocabulary Natural disaster Natural resource Physical geography Impact Compare contrast	Critical Vocabulary amendment legislative branch executive branch judicial branch political system county county seat magistrate municipal commission	Critical Vocabulary amendment legislative branch executive branch judicial branch political system county county seat magistrate municipal commission	Critical Vocabulary Jury trial responsibility register volunteer
Suggested Strategies/Activities Cooperative Groups Peer Buddies Think-Pair-Share Pop Corn reading Strategy	Suggested Strategies/Activities Cooperative Groups Peer Buddies Think-Pair-Share Pop Corn reading Strategy	Suggested Strategies/Activities Cooperative Groups Peer Buddies Think-Pair-Share Compare and contrast presentation boards Then and Now	Suggested Strategies/Activities Cooperative Groups Peer Buddies Think-Pair-Share TE29 TE30	Suggested Strategies/Activities Cooperative Groups Peer Buddies Think-Pair-Share TE31 Branches of Government Foldable or Brochure	Suggested Strategies/Activities Cooperative Groups Peer Buddies Think-Pair-Share TE32 TE33
Balanced Assessment: Formative Teacher Observation Classroom Assignments/activities Teacher Questioning	Balanced Assessment: Formative Teacher Observation Classroom Assignments/activities Teacher Questioning	Balanced Assessment: Formative Teacher Observation Classroom Assignments/activities Teacher Questioning	Balanced Assessment: Formative Reading check questions Lesson review questions	Balanced Assessment: Formative Reading check questions Lesson review questions	Balanced Assessment: Formative Reading check questions Lesson review questions

<p>Entrance/Exit Slips Constructed Response</p> <p>Summative</p> <p>Teacher Constructed Exam Multiple Choice Questions Constructed Response Open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Entrance/Exit Slips Constructed Response</p> <p>Summative</p> <p>Teacher Constructed Exam Multiple Choice Questions Constructed Response Open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Entrance/Exit Slips Constructed Response</p> <p>Summative</p> <p>Teacher Constructed Exam Multiple Choice Questions Constructed Response Open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative</p> <p>Constructed and Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative</p> <p>Summative</p> <p>Constructed and Open Response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative</p> <p>Summative</p> <p>Unit 4 Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed Harcourt Text www.unitestreaming.com Brain Pop Internet Web-Quest</p>	<p>Resources Needed Harcourt Text www.unitestreaming.com Brain Pop Internet Web-Quest</p>	<p>Resources Needed Harcourt Text www.unitestreaming.com Brain Pop Internet Presentation boards</p>	<p>Resources Needed Harcourt Text www.unitestreaming.com Brain Pop Internet</p>	<p>Resources Needed Harcourt Text www.unitestreaming.com Brain Pop Internet</p>	<p>Resources Needed Harcourt Text www.unitestreaming.com Brain Pop Internet</p>

<p>I CAN STATEMENTS: Describe scarcity And explain how it requires people to make decisions</p>	<p>I CAN STATEMENTS: Explain the use of natural, human, and capital resources</p>	<p>I CAN STATEMENTS: Explain how profit motivates people and businesses to take risks in producing goods and services</p>	<p>I CAN STATEMENTS: Give examples of markets; explain how they function and how the prices of goods and services are determined by supply and demand</p>	<p>I CAN STATEMENTS: <i>Explain how competition among buyers and sellers influences the price of goods and services in our state, nation and world.</i></p> <p>Describe production, distribution and consumption of goods and services in regions of Kentucky and the</p>	<p>I CAN STATEMENTS: <i>Describe how new knowledge, technology/tools and specialization increases productivity and promotes trade between regions of Kentucky and the United States</i></p> <p><i>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>Critical Vocabulary Scarcity Economics Opportunity cost Natural resources Human resources Capital resources Goods service profit</p>	<p>Critical Vocabulary Scarcity Economics Opportunity cost Natural resources Human resources Capital resources Goods service profit</p>	<p>Critical Vocabulary Scarcity Economics Opportunity cost Natural resources Human resources Capital resources Goods service profit</p>	<p>Critical Vocabulary Import export supply demand production consumption distribution</p>	<p>Critical Vocabulary Import export supply demand production consumption distribution</p>	<p>Critical Vocabulary Import export supply demand production consumption distribution</p>

<p>Suggested Strategies/Activities</p> <p>Power point presentations on vocabulary and examples Cooperative Groups Peer Buddies Think-Pair-Share</p> <p>www.unitedstreaming.com</p>	<p>Suggested Strategies/Activities</p> <p>Power point presentations on vocabulary and examples Cooperative Groups Peer Buddies Think-Pair-Share</p> <p>www.unitedstreaming.com</p>	<p>Suggested Strategies/Activities</p> <p>Cut and plan with Food Circulars Identify examples of resources in read alouds</p> <p>Power point presentations on vocabulary and examples</p> <p>www.unitedstreaming.com</p>	<p>Suggested Strategies/Activities</p> <p>Power points Video clips</p> <p>www.unitedstreaming.com</p> <p>Cooperative Groups Peer Buddies Think-Pair-Share Real-World scenarios</p>	<p>Suggested Strategies/Activities</p> <p>Map marking Pin point locations of imports and exports</p> <p>Cooperative Groups Peer Buddies Think-Pair-Share Real-World scenarios</p>	<p>Suggested Strategies/Activities</p> <p>Cooperative Groups Peer Buddies Think-Pair-Share Real-World scenarios</p>
<p>Balanced Assessment: Formative</p> <p>Daily activities and lesson quizzes or Economics Poppers</p> <p>Summative</p> <p>Weekly Test</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Daily activities and lesson quizzes or Economics Poppers</p> <p>Summative</p> <p>Weekly Test</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Daily activities and lesson quizzes or Economics Poppers</p> <p>Summative</p> <p>Give Vocabulary and Examples</p> <p>Assessment</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Daily activities Observation Daily assignments Peer reviews</p> <p>Summative</p> <p>Assessment Open response Constructed responses</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Daily activities Observation Daily assignments Peer reviews</p> <p>Summative</p> <p>Assessment Open response Constructed responses</p> <p>Common (PLC Teams will design</p>	<p>Balanced Assessment: Formative</p> <p>Daily activities Observation Daily assignments Peer reviews</p> <p>Summative</p> <p>Assessment Open response Constructed responses</p> <p>Common (PLC Teams will design</p>

				the common assessments, i.e., grade level, and/or depts..)	the common assessments, i.e., grade level, and/or depts..)
<p>Resources Needed</p> <p>Power points www.pppst.com united streaming coupons circulars related read alouds</p>	<p>Resources Needed</p> <p>Power points www.pppst.com united streaming coupons circulars related read alouds</p>	<p>Resources Needed</p> <p>Power points www.pppst.com united streaming coupons circulars related read alouds</p>	<p>Resources Needed</p> <p>Power points www.pppst.com united streaming Large Harcourt Series States and Regions Chapter 2, lesson 3</p>	<p>Resources Needed</p> <p>Power points www.pppst.com united streaming Large Harcourt Series States and Regions Chapter 2, lesson 3</p>	<p>Resources Needed</p> <p>Power points www.pppst.com united streaming Large Harcourt Series States and Regions Chapter 2, lesson 3</p>