



Recommended 4<sup>th</sup> Grade Curriculum Framework

<b>Content: SOCIAL STUDIES: Grade 4</b>						
<b>Topic: Kentucky: The 15<sup>th</sup> State (Weeks 23-26)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>Focus: Kentucky Government</b></p> <p><b>POS-SS-4-GC-1</b> Students will 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.</p> <p><b>POS-SS-4-GC-4</b> Students will understand that individuals have rights and responsibilities that change when people assume different roles in different groups.</p> <p><b>SS.E.1.1.2</b> The purpose of a government's rules and laws (e.g., U.S. Constitution, school rules) is to establish and maintain order. Suggested link; Recognize democratic principals of fairness, freedom, and choice.</p>	<p><b>POS-SS-4-GC-2</b> Students will recognize the 3 levels of government.</p> <p><b>POS-SS-4-GC-5</b> Students will recognize that in a democratic society, individuals need to participate in government and civic affairs.</p> <p><b>POS-SS-4-GC-3</b> Students will identify the branches of government at each level and recognize the offices associated with the branches.</p> <p><b>Government and Civics A.E.2.14:</b> Students should understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p>					

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<p><b>SS-E-1.2.1</b> Kentucky state government-purpose, structure (branches), offices at each branch.</p> <p><b>SS-E-1.2.3</b> Every level of government has specific offices associated with each branch that vary in title but contain similar duties (e.g., executive branch: local-mayor, state-governor, national-president).</p> <p><b>SS-E-1.3.1</b> Rights and responsibilities of individuals are determined by specific roles within various groups (e.g. class, school, community, and state).</p> <p><b>SS-E-1.3.3</b> In order for a democratic form of government to function, citizens must play an active and responsible role (e.g. participating in an election, obeying the law).</p> <p><b>POS-SS-4-H-6</b> Students will understand that specific symbols, slogans, buildings and monuments represent ideas and events in Kentucky's history.</p>	<p><b>A.E 2.15</b> Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Participate in the political life of the school: vote in elections ect.</li> <li>• Make informed decisions about school or community concerns.</li> <li>• Demonstrate democratic behavior. (e.g. treating others justly, recognizing authority, and respecting the rights and privacy of others).</li> <li>• Explore the purposes and functions of local, state, and national governments.</li> <li>• Determine rights and responsibilities in real-life situations.</li> <li>• Recognize and demonstrate respect for different viewpoints.</li> </ul> <p><b>Historical Perspective</b> <b>AE. 2.20</b> Students understand, analyze, and interpret historical</p>					

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<p><b>SS-E-5.2.5</b> Symbols (e.g., state and national flags), slogans, monuments/buildings, patriotic songs, poems (e.g., the Pledge of Allegiance), and selected readings (e.g., Gettysburg Address) are used to describe or illustrate important ideas and events in Kentucky and American history.</p>	<p>events, conditions, trends, and issues to develop historical perspective.</p> <p><b><u>Demonstrators</u></b></p> <ul style="list-style-type: none"> <li>Explore temporal relationships of historical events.</li> </ul>					

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