

Course Syllabus

Social Studies, Social Studies Grade 4

Morgan County Curriculum 4.1 Elementary., Final
Morgan County School District

Government and Civics

- 1.1.1 (DOK 2) ASSESSED
The learner will be able to 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 like state police, state highways, state parks, and public schools and identify how the government of Kentucky pays for these services (e.g., sales taxes, state income taxes).
- 1.1.2 (DOK 2) ASSESSED
The learner will be able to explain how state governments function (by making, enacting, and enforcing laws) to protect the rights and property of citizens.
- 1.2.1 (DOK 2) ASSESSED
The learner will be able to 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.
- 1.2.2 Supporting
The learner will be able to explain how power is shared, among the different branches (executive, legislative, judicial) of state government.
- 1.3.1 (DOK 2) ASSESSED
The learner will be able to identify the basic principles of democracy, (e.g., justice, equality, responsibility, freedom) found in Kentucky's Constitution and explain why they are important to citizen's today.
- 1.3.2 (DOK 2) ASSESSED
The learner will be able to 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.

Cultures and Societies

- 2.1.1 (DOK 2) ASSESSED
The learner will be able to identify early cultures (Native American, Appalachian, pioneers) in Kentucky and explain their similarities and differences.
- 2.2.1 Supporting
The learner will be able to describe social institutions like government, economy, education, religion, and family and explain in Kentucky and how they respond to the needs of the people.
- 2.3.1 (DOK 2) ASSESSED
The learner will be able to describe various forms of interactions (compromise, cooperation, conflict) that occurred during the early settlement of Kentucky between diverse groups (Native Americans, early settlers).

Economics

- 3.1.1 (DOK 2) ASSESSED
The learner will be able to 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.
- 3.2.1 Supporting
The learner will be able to explain how profit motivates individuals/businesses to take risks in producing goods and services.
- 3.3.1 (DOK 2) ASSESSED
The learner will be able to give examples of markets; explain how they function and how the prices of goods and services are determined by supply and demand.
- 3.3.2 Supporting
The learner will be able to explain how competition among buyers and sellers influences the price of goods and services in our state, nation and world.
- 3.4.1 (DOK 2) ASSESSED
The learner will be able to describe production, distribution, and consumption of goods and services in regions of Kentucky and the U.S.

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■ 3.4.2 Supporting

The learner will be able to 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).

■ 3.4.3 Supporting

The learner will be able to define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services.

Geography

■ 4.1.1 (DOK 2) ASSESSED

The learner will be able to use geographic tools like maps, charts and graphs to identify and describe natural resources and other physical characteristics like major landforms, major bodies of water, weather, climate, roads, and bridges in regions of Kentucky and the United States.

■ 4.1.2 Supporting

The learner will be able to use geographic tools to locate major landforms, bodies of water, places and objects in Kentucky by their absolute and relative locations.

■ 4.1.3 Supporting

The learner will be able to describe how different factors like rivers and mountain influence where activities were/are located in Kentucky.

■ 4.2.1 (DOK 2) ASSESSED

The learner will be able to compare regions in Kentucky and the United States by their human characteristics like language, settlement patterns, beliefs, and physical characteristics like climate, landforms and bodies of water.

■ 4.3.1 (DOK 2) ASSESSED

The learner will be able to describe patterns of human settlement in regions of Kentucky and explain how these patterns were/are influenced by physical characteristics like climate, landforms, and bodies of water.

■ 4.3.2 (DOK 2) ASSESSED

The learner will be able to describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in Kentucky.

■ 4.4.1 (DOK 3) ASSESSED

The learner will be able to 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.

■ 4.4.2 (DOK 1) ASSESSED

The learner will be able to 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.

Historical Perspective

■ 5.1.1 (DOK 3) ASSESSED

The learner will be able to use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.

■ 5.2.1 (DOK 3) ASSESSED

The learner will be able to identify significant historical documents, selected readings and speeches (e.g., Mayflower Compact, emancipation Proclamation, Dr. Martin Luther King's speech: I Have a Dream) and explain their historical significance.

■ 5.2.2 (DOK 2) ASSESSED

The learner will be able to 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.

■ 5.2.3 (DOK 3) ASSESSED

The learner will be able to compare change over time (Colonization, Industrialization, Twentieth Century to Present) in communication, technology, transportation

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and education.