

Alaska 4 Social Studies

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Alaska
Grade	4 (Elementary)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Alaska Social Studies Standards (2024)
Issuing agency	Alaska Department of Education and Early Development
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Municipal and State Government

Unit 3: Governments and the Documents They Rest On · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Where did the governments closest to us come from, and how are they built?
Standards	Ak4 Municipal State Government -> SS.4.5.6.1 Alaska Social Studies Standards (2024) / Civics Anchor Standard 6: Civic and Political Institutions and Systems — Describe the origins, functions, and structure of municipal and state governments in the United States.
Learning target	"I can describe where municipal and state governments came from, what they do, and how they are put together."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will describe the origins, functions and structure of municipal and state governments in the United States.

Success criteria (student-friendly)

- "I address origins, functions and structure separately."
- "I can name what a municipal government does that a state government does not."
- "I can explain why the work of a government is divided into parts."

Academic vocabulary

municipal, state government, origin, function, structure, charter, branch, division

Materials and technology

- Local and state government materials the district provides
- Structure diagrams
- Notebooks
- Chart paper

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.

Support area	This week's plan
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

A six-cell grid completed for municipal and state governments, with origins, functions and structure kept distinct.

Family communication

Ask your child which government looks after which things where you live.

Day 41 — Six Cells to Fill

Week 9, Day 1 · Unit 3 · Standards: SS.4.5.6.1

Focus	Setting up the week.
Learning target	"I can describe where municipal and state governments came from, what they do, and how they are put together."
Vocabulary in use	municipal, state government, origin
Local date	_____

Learning sequence

TEACHER NOTE: SS.4.5.6.1 asks for three things -- ORIGINS, FUNCTIONS and STRUCTURE -- about BOTH municipal and state governments. All six cells must be filled, and the most commonly skipped is municipal origins. Use the materials your district provides. Introduce the grid today and fill nothing; establishing what the week must answer before hunting for answers is itself the lesson.

Check for understanding

Student states the three things the week must answer about each government.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — How They Came to Be

Week 9, Day 2 · Unit 3 · Standards: SS.4.5.6.1

Focus	Origins.
Learning target	"I can describe where municipal and state governments came from, what they do, and how they are put together."
Vocabulary in use	municipal, state government, origin
Local date	_____

Learning sequence

State governments were established under constitutions; municipal governments were established under state authority, usually because a settled place needed decisions made locally that no distant body could make well. Draw out the underlying logic rather than only the dates: a government at a level exists because there are decisions that level is best placed to take. Pupils record origins for both.

Check for understanding

Student says where a municipal government's authority comes from.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Who Handles What

Week 9, Day 3 • Unit 3 • Standards: SS.4.5.6.1

Focus	Functions, side by side.
Learning target	"I can describe where municipal and state governments came from, what they do, and how they are put together."
Vocabulary in use	municipal, state government, origin
Local date	_____

Learning sequence

Fill the functions cells from your district's materials. Expect real overlap and record it as overlap rather than assigning arbitrarily. Where pupils ask which government handles a particular thing and your materials do not say, write 'need to find out' with a note on where the answer would come from. An honest unanswered cell is worth more than a plausible guess, and pupils should watch you make that choice.

Check for understanding

Student attributes a specific service to the correct level of government.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Why the Work Is Split

Week 9, Day 4 · Unit 3 · Standards: SS.4.5.6.1

Focus	Structure.
Learning target	"I can describe where municipal and state governments came from, what they do, and how they are put together."
Vocabulary in use	municipal, state government, origin
Local date	_____

Learning sequence

Diagram the parts. Pupils can grasp that the work is divided -- some people make the rules, some carry them out, some settle disputes -- and that dividing it stops any one part doing everything. Ask what would go wrong if one person or body did all three. That question does more for understanding structure than memorising the names of the parts, though pupils should label those too.

Check for understanding

Student explains why a government's work is divided into parts.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

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Day 45 — Checking the Grid

Week 9, Day 5 · Unit 3 · Standards: SS.4.5.6.1

Focus	Completing and verifying.
Learning target	"I can describe where municipal and state governments came from, what they do, and how they are put together."
Vocabulary in use	municipal, state government, origin
Local date	_____

Learning sequence

Pupils complete the grid and check it against the standard: are all six cells filled, and is each answering the question it sits under? The commonest error is a function written into the origins cell. Pairs check each other. Close by noting that the arrangement studied here is not the only one possible, which is next week.

Check for understanding

Student's grid distinguishes an origin from a function.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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Source citation

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