

**Stratford Public Schools Social Studies Curriculum
Grade 4 - Unit 4**

Unit Name: Connecticut State Government/ Economy and Citizenship Est. # of lessons: 14 - 16	
<p>Synopsis: Students will learn the structure of state government and what services it provides. They will analyze the constitution, the process of making laws and the impact of laws on the people. They will also explore what it means to be a responsible citizen and how citizens can contribute to their community. *Constitution Day is September 17th. Federal law mandates that on this day students learn about the U.S. Constitution.</p>	
STUDENT LEARNING GOALS	
<p>Content-Specific Powered Standards <u>Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world</u> 1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels. 1.8 – Describe the interactions between citizens and their government in the making and implementation of laws. 1.9 – Understand the rights and responsibilities of citizens. 1.13 Understand the characteristics of and interactions among culture, social systems and institutions. 1.10 – Explain how limited resources influence economic decisions. <u>Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness</u> 3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view. 3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</p>	<p>Interdisciplinary Standards (as appropriate)</p> <hr/> <p>Key Vocabulary</p> <p>Government, citizen, constitution, community, ethnic group, economy, contemporary issue, implement</p>
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ▪ Our state government provides many basic services including making laws, upholding the laws, education, job assistance, road work, and park services. ▪ There are three branches of government that ensure our constitution and laws are upheld. Laws protect the rights of people in the state. ▪ Effective citizens can vote, run for state representative, get involved with community activities and support their elected officials. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ▪ What basic services does our state government provide? ▪ Why do we need a constitution, how are laws made and how do they affect the people? ▪ How can an effective citizen contribute to the community?
<p>Learning Objectives / Grade Level Expectations <i>Students will:</i></p> <ul style="list-style-type: none"> ▪ Explain how the structure of state government provides basic services. (GLE# 12) ▪ Analyze how a constitution provides structure for a government. (GLE# 13) ▪ Explain the process for making and implementing laws in Connecticut. (GLE# 14) 	

- Evaluate the impact of specific Connecticut laws on its citizens. (GLE# 15)
- Identify significant characteristics of an effective and responsible citizen (e.g., voting, participating in government). (GLE# 16)
- Compare and contrast contributions of different ethnic groups to the community and the state (e.g., festivals, restaurants, casinos, museums). (GLE# 22)
- Explain that when we buy something we also give up something (opportunity cost). (GLE# 17)
- Explain the local exchange system. (GLE# 18)
- Hypothesize how people use their personal resources to buy, save or invest. (GLE# 19)
- Predict various points of view people might have on a national contemporary issue. (GLE# 33)
- Analyze articles from appropriate sources that propose solutions to contemporary issues. (GLE# 39)

ASSESSMENT PLAN

Summative Assessment(s)

- **Group** -Use a Connecticut Post to find current or contemporary issues involving laws and/or how they affect people. Divide the class into 2 groups and hold a debate in which each student will have a chance to voice their opinion.

www.connpost.com

- **Independent Assessment** - Write a Problem/solution essay that demonstrates understanding of community issue and how an effective citizen might help.

Formative and Diagnostic Assessment(s)

Pre-assessment

KWL –What do you know about government?

Classroom discussions

Student work

<p align="center"><u>Mini-Lessons</u></p> <p align="center">These lessons and activities are suggestions only and may take more than one day to complete</p>	<p align="center"><u>Resources</u></p> <p align="center">Alternate text – Communities Around Us (3rd grade) Literacy by Design Volume II</p>
<p>“State Government” note-taking</p>	<p>United Streaming Video</p>
<p>Response to US video – Write a response answering “What basic services does our state government provide?”</p>	
<p>Connecticut – the Constitution State Looking at our constitution- Fundamental Orders Why do we need a constitution?</p>	<p>Early Connecticut History at http://www.kids.ct.gov</p>
<p>Why do states need capitals?</p>	<p>Communities Around Us, <i>Visiting a State Capital</i> - pg 260-261</p>
<p>Three branches of state government. Make a government tree labeling the branches, giving details for each</p>	<p>Handout and Connecticut government at http://www.kids.ct.gov</p>
<p>Meet the Governor</p>	<p>Handout</p>
<p>Why is it important for voters to learn about the candidates running for election? Fact vs. Opinion</p>	<p>Communities Around Us, <i>Choosing our leaders and Election Day</i> Pg 248-249</p>
<p>Hold a mock election. Have students talk about what they’ll do if they get elected. What do they think is important?</p>	
<p>Culture in Connecticut</p>	<p>Restaurant guide in telephone directory Schedule of Spring and Fall ethnic festivals</p>
<p>What can you buy at a farmer’s market?</p>	<p>Literacy by Design, <i>Sunday at the Farmer’s Market</i> – pg 420-421</p>
<p>How will you spend your money? Provide checkbooks (local bank will donate books) Students begin with same amount of money. Offer choices - buy things, save, or invest to make money grow?</p>	<p>Literacy by Design, <i>Buy! Buy! Why?</i> Pg 424-428</p>
<p>Create a product that you want to sell. Design an ad convincing people to buy your product. (persuasive)</p>	<p>Literacy by Design, <i>What’s the Best Toothpaste Around?</i> Pg 430 <i>Let’s Get Down to Business</i> pg 434</p>