

Curriculum Unit

Name of Course:	4 th Grade Social Studies	Grade Level(s):	4 th Grade
Brief Description (Course Catalog):			
Length of Course (Qtr, Sem or Year):	Year		

Instructional Unit

Name of Unit/Big Idea:	Government		
Brief Description:	Personal, local, state, national, government		
Length of Course (Days/Weeks):	1 st Quarter (approximately 5 weeks)		
Essential Questions:	How do governments get and use power? Why does the Constitution separate and balance the powers of government?		
Content Standards:	14.A.2, 14.B.2, 14.C.2, 14.F.2		
Common Core State ELA or Math Standards:	RI 4.1, RI 4.3, W 4.2, W 4.6, W 4.7, SL 4.4, SL 4.5		
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments (All Available on HAIKU)	
<p>Key terms including Bill of Rights, Citizenship, democracy, levels of government, Constitution, power, rights, responsibilities</p> <p>-general organization of each branch of government -responsibilities of each branch of government -how a bill becomes a law -Compare/Contrast 3 branches of government -Expository Writing/Speaking</p>	<ul style="list-style-type: none"> • Explain the importance of fundamental concepts expressed and implied in major documents including the Illinois Constitution and United States Constitution. (14.A.2) • Explain what government does at local, state, and national levels. (14.B.2) • Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation. (14.C.2) • Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights). (14.F.2) • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI 4.1) • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.(RI 4.3) • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W 4.2) • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and 	<p>How does Government affect me?</p> <ul style="list-style-type: none"> • “How is our school organized?” • “Life Without Laws” • “Citizen Rights and Responsibilities” <p>Government Documents (memorization is not required)</p> <ul style="list-style-type: none"> • Preamble • Constitution • Bill of Rights <p>Branches of Government</p> <ul style="list-style-type: none"> • Introduction • Judicial Branch • Executive Branch • Legislative Branch 	

	<p>multimedia when useful to aiding comprehension. (W.4.2a)</p> <ul style="list-style-type: none"> • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2b) • Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (W 4.2c) • Use precise language and domain-specific vocabulary to inform about or explain the topic. (W 4.2d) • Provide a concluding statement or section related to the information or explanation presented. (W 4.2e) • With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W 4.6) • Conduct short research projects that build knowledge through investigation of different aspects of a topic. (W 4.7) • Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL 4.4) • Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (SL 4.5) 	<p>State Government</p> <ul style="list-style-type: none"> • Illinois Government website <p>Local Government</p> <ul style="list-style-type: none"> • Explore village websites
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Instructional Unit

Name of Unit/Big Idea:	Choices	
Brief Description:	Personal economics	
Length of Course (Days/Weeks):	3 rd Quarter (Approximately 9 weeks)	
Essential Questions:	How do we make good economic choices?	
Content Standards:	15.A.2a, 15.A.2c, 15.B.2a, 15.B.2b, 15.C.2a, 15.C.2b, 15.C.2c	
Common Core State ELA or Math Standards:	RI 4.7; 4.MD.A.2, 4.OA.A.3	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments (All Resources, except books, Available on HAIKU)
<p>Key terms including barter, consumer/producer, currency, economy, entrepreneur, income, profit, savings, tax, trade, budget</p> <p>Budgeting Decision Making Debits/Credits Saving</p>	<ul style="list-style-type: none"> • Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them. (15.A.2a) • Describe unemployment (15.A.2c) • Identify facts that affect how consumers make their choices (15.B.2a) • Explain the relationship between the quantity of goods/services purchased and their price. (15.B.2b) • Identify and explain examples of competition in the economy. (15.C.2b) • Describe how entrepreneurs take risks in order to produce goods or services. (15.C.2c) • Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.(RI 4.7) • Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement 	<p>All Illinois Social Studies Standards related to Economics in late elementary can be addressed through <i>Financial Fitness for Life</i>. Understanding the Market Place has been eliminated from the required curriculum to allow time to go deeper into economic standards through the <i>Financial Fitness for Life</i> themes.</p> <p>Theme 1: Earning Income (Lessons 1-3)</p> <p>Financial Fitness for Life Lesson 1</p> <ul style="list-style-type: none"> • To Be or Not to Be • The Color of Resources • <i>A Chair for My Mother</i> <p>Financial Fitness for Life Lesson 2</p> <ul style="list-style-type: none"> • Goods vs. Services Powerpoint & Brainpop video • Show Time Magazine For Kids - Kidpreneurs • Procedures 9-13 & Closure: Earning a Profit • Brainpop Budget video • Virtual Economics Video-Entrepreneurs (Microeconomics) <p>Financial Fitness for Life Lesson 3</p> <ul style="list-style-type: none"> • Show Brainpop and Schoolhouse Rock video

	<p>scale (4.MD.A.2)</p> <ul style="list-style-type: none"> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (4.OA.A.3) 	<p>Theme 2: Saving (Lessons 4-5)</p> <p>Financial Fitness for Life Lesson 4</p> <ul style="list-style-type: none"> <i>Alexander Who Used to Be Rich Last Sunday</i> Show Brainpop on “Interest” Virtual Economics Video-Opportunity Cost (Fundamental Economics) Poster Contest- “Choice and Opportunity Cost” Opportunity Cost Scenario Cards “Trail Mix” Opportunity Cost Activity <p>Financial Fitness for Life Lesson 5</p> <ul style="list-style-type: none"> <i>Uncle Jed’s Barber Shop</i> Virtual Economics Video-Never Too Young : Personal Finance For Young Learners (Fundamental Economics) Needs and Wants Game <p>Theme 3: Spending and Credit (Lessons 6, 7, 10)</p> <p>Financial Fitness for Life Lesson 6</p> <ul style="list-style-type: none"> Spending Diary <p>Financial Fitness for Life Lesson 7</p> <ul style="list-style-type: none"> Readers’ Theater <p>Financial Fitness for Life Lesson 10</p> <ul style="list-style-type: none">
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