

CURRICULUM MAP: 4<sup>TH</sup> GRADE UNIT 1: FOUNDATIONS IN SOCIAL STUDIES

UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCEs OR HSCES	UNIT BIG IDEAS / KEY CONCEPTS	ASSESSMENTS		LESSON BIG IDEAS	CONTENT ACTIVITIES	VOCABULARY	INSTRUCTIONAL RESOURCES	
			OF LEARNING	FOR LEARNING					
<p><b>Unit 1</b></p> <p>Foundations in Social Studies</p> <p><b>Overarching Question:</b></p> <p>What type of lenses do social scientists use in investigating places and people?</p> <p><b>Approximate Pacing:</b></p> <p>3 to 4 weeks</p> <p><b>Lesson Sequence</b></p> <p>Lesson 1: Thinking like a Historian</p> <p>Lesson 2: Thinking like a Geographer</p> <p>Lesson 3: Thinking like an Economist</p> <p>Lesson 4: Thinking like a Political Scientist</p>	<p>3 – H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)</p> <p>4 – G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).</p> <p>4 – C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).</p> <p>4 – E1.0.1 Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).</p>	<p><b>Unit Focus Questions</b></p> <p>What questions frame the social studies disciplines of history, geography, government and economics?</p> <p>How are historians, geographers, political scientists, and economists similar and different in how they study people and places?</p> <p><b>Types of Thinking:</b></p> <p>Compare and Contrast</p> <p>Identifying Perspectives</p> <p><b>Key Concepts</b></p> <p>Economics-economists</p> <p>Geography-geographer</p> <p>Government-political scientist</p> <p>History-historian</p>	<p>Assessments available on the shared drive</p>	<p><b>Lesson 2 Assessment- 5 Themes</b></p>	<p><b>Unit Assessment- Social Studies Disciplines</b></p>	<p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>History is the study of the past.</li> <li>Historians study the past by trying to answer certain questions.</li> <li>The questions of history are: What happened? When did it happen? Who was involved? How and why did it happen?</li> <li>Historians study primary and secondary sources to try and answer the questions of history.</li> <li>The questions of history can help us review the history of Michigan.</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>Geography is the study of the Earth and the ways in which people interact with the Earth.</li> <li>Geographers use five themes to organize the kinds of questions they ask.</li> <li>The five themes are: location, place, human/environment interactions, movement, and region.</li> </ul> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>Economics is the study of how people use resources to fulfill economic wants.</li> <li>People's wants are unlimited but resources are limited. When people cannot have all the goods and services they want, a condition called "scarcity" results.</li> <li>Scarcity forces people to make choices when they produce or consume goods or services.</li> <li>Economists examine the choices people and societies make by asking questions such as: What is produced?; How it is produced?; Who gets what is produced?; and What role does the government play in the economy?</li> </ul> <p><b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>Government is a system people use to exercise authority, distribute power, and regulate conduct of people.</li> <li>Civics is the study of the rights and duties of citizens.</li> <li>Political scientists study government and how people interact with them (civics).</li> <li>Political scientists ask questions about what governments do, how governments are organized, the values and principles connected to government, and the role of citizens in government.</li> <li>Historians, geographers, economists, and political scientists ask different questions, but all help us learn about human society and the human experience, past and present.</li> </ul>	<p>Common Activities (Lesson Activities available on shared drive)</p> <p><b>Lesson 1:</b> Activities: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p><b>Lesson 2:</b> Activities: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p> <p><b>Lesson 3:</b> Activities: 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Lesson 4:</b> Activities: 2, 3, 4, 5, 6, 7, 8, 9</p>	<p><b>Lesson 1:</b></p> <p>History</p> <p>Historian</p> <p>Evidence</p> <p>Primary source</p> <p>Secondary source</p> <p>Chronological Order</p> <p>Timeline</p> <p>Point of View</p> <p>Cause</p> <p>Effect</p> <p><b>Lesson 2:</b></p> <p>Geography</p> <p>Five themes</p> <p>Location</p> <p>Place</p> <p>Physical characteristics</p> <p>Human characteristics</p> <p>Human/environmental Interaction</p> <p>Movement</p> <p>Region</p> <p><b>Lesson 3:</b></p> <p>Scarcity</p> <p>Limited Resources</p> <p>Unlimited wants</p> <p>Human resources</p> <p>Natural resources</p> <p>Capital resources</p> <p>Opportunity cost</p> <p>Economic activities</p> <p>Producer</p> <p>Consumer</p> <p>Specialization</p> <p>Exchange</p> <p><b>Lesson 4:</b></p> <p>Government</p> <p>Civics</p> <p>Levels of government</p> <p>Federal government</p> <p>State government</p> <p>Representative government</p> <p>Branches of government</p> <p>Executive</p> <p>Legislative</p> <p>Judicial</p> <p>Core democratic values</p> <p>Popular sovereignty</p> <p>Common Good</p> <p>Rule of Law</p>	<p>(Supplemental Materials available on shared drive)</p> <p><b>Lesson 1:</b> Supplemental Materials Lesson 1</p> <p>PPT on shared file</p> <p>Large USA map</p> <p><b>Lesson 2:</b> Supplemental Materials Lesson 2</p> <p>PPT on shared file</p> <p><b>Lesson 3:</b> Supplemental Materials Lesson 3</p> <p><a href="#">The Ox-Cart Man by Donald Hall</a></p> <p>PPT on shared file</p> <p><b>Lesson 4:</b> Supplemental Materials Lesson 4</p>

**CURRICULUM MAP: 4<sup>TH</sup> GRADE, UNIT 2: THE UNITED STATES IN SPATIAL TERMS**

UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCEs	BIG IDEAS / KEY CONCEPTS	ASSESSMENTS		LESSON BIG IDEAS	CONTENT ACTIVITIES	LESSON VOCABULARY	INSTRUCTIONAL RESOURCES
			OF LEARNING	FOR LEARNING				
<p><b>Unit 2</b> The United States in Spatial Terms</p> <p><b>Overarching Question:</b> How does the geography of the United States affect the way people live?</p> <p><b>Approximate Pacing:</b> 4 to 6 weeks</p> <p><b>Lesson Sequence</b> 1. Where is the United States located? 2. Physical characteristics of the United States. 3. Human characteristics of the United States. 4. Using special purpose maps to learn about the United States 5. A closer look at the U.S. regions. 6. Comparing two regions of the United States 7. Describing the geography of the United States</p>	<p><b>4-G1.0.1:</b> Identify questions geographers ask in examining the United States (e.g. Where it is? What is it like there? How is it connected to other places?).</p> <p><b>G1.0.02:</b> Use cardinal and intermediate directions to describe the relative location of significant places in the United States.</p> <p><b>G1.0.3:</b> Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g, globe, map, satellite image).</p> <p><b>G1.0.4:</b> Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.</p> <p><b>G1.0.5:</b> Use maps to describe elevation, climate, and patterns of population density in the United States.</p> <p><b>G2.0.1:</b> Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).</p> <p><b>G2.0.2:</b> Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.</p>	<p><b>Focus Questions</b> 1. What questions would geographers ask in examining the United States? 2. What tools and technologies would geographers use to answer geographic questions? 3. How might the United States be described using the geographic themes of location, place and regions?</p> <p><b>Types of Thinking:</b> Compare/Contrast Description Apply/Demonstrate Describe Distinguish Explain Identify Give an example</p> <p><b>Key Concepts:</b> Climate Human and physical characteristics of place Political boundaries Population Density Regions Relative location Absolute location Satellite image Spatial perspective Special purpose maps Topography</p> <p><b>Core Democratic Values</b> Life (4) Liberty (4) Popular Sovereignty (4)</p>	<p><b>Lesson 1 Assessment</b> <i>Describing Relative Location</i> <b>G1.0.2</b></p> <p><b>Lesson 4 Assessment:</b> <i>Map Conclusions- Annual mean total snowfall</i> <b>(4-G1.0.4)</b></p> <p><b>End of Unit Assessment</b></p>	<p><b>Lesson 1</b> • Location describes where a place is on the Earth’s surface. • Geographers investigate both the absolute and relative location of places. • A variety of geographic representations including maps and globes can help answer the question: Where is the United States located? • The United States is located on the continent of North America. • The United States is located in the Western Hemisphere and in the Northern Hemisphere of the Earth. • The equator and the Prime Meridian are used to define the hemispheres of Earth.</p> <p><b>Lesson 2</b> • Place is an important theme in geography. • Geographers investigate both the physical and human characteristics of a place. • Physical characteristics include landforms, bodies of water, climate, and vegetation. • The United States has a wide variety of physical characteristics.</p> <p><b>Lesson 3</b> • Geographers use physical and human characteristics to describe what a place is like. • Human characteristics of a place are man-made features. • Human characteristics of a place can include cities, highways, bridges, and buildings. • Human characteristics are often closely connected to physical characteristics.</p> <p><b>Lesson 4</b> • Special purpose maps show characteristics of an area such as elevation, climate, and population density. • Elevation is the how high a place is above sea level. • Climate is weather over a long period of time. • The climate of an area is influenced by many factors . • Population density is the number of people living in a certain area. • Elevation, climate, and population density vary in the United States.</p> <p><b>Lesson 5</b> • A region is an area with at least one characteristic or feature that sets it apart from other areas. • Regions make it easier to study large places. • Regions can be based on many different natural and cultural characteristics .</p>	<p><b>Common Activity</b> <i>Lessons 1</i> Activity 2, 4,5,6,7,8,</p> <p><i>Lesson 2</i> Activities 5, 6, 7, 9, 11, 13, Activity 5 <i>Physical Characteristics of the U.S.</i> handout available on shared drive.</p> <p><i>Lesson 3</i> Activities 3, 4, 5, 7</p> <p><i>Lesson 4</i> Activities 1,2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14</p> <p><i>Lesson 5</i> Activities: Discuss the maps in the supplemental section and use activities as teacher resources.</p>	<p><b>Lesson 1</b> absolute location political boundaries relative location spatial perspective The five themes of geography Location Continent Hemisphere Equator Prime Meridian</p> <p><b>Lesson 2</b> human and physical characteristics of place special purpose maps topography place landforms mountain range plain coastal plain plateau basin valley canyon desert vegetation gulf river system tributary</p> <p><b>Lesson 3</b> human and physical characteristics of place special purpose maps topography transportation network</p> <p><b>Lesson 4</b> climate elevation population density</p>	<p>3<sup>rd</sup>. grade Nystrom hands-on map and globe</p> <p>Supplemental materials</p> <p><b>L2: Where the River Begins by Thomas Locker</b></p> <p>L6: Holling Clancy. <i>Paddle-to-the-Sea</i>. Boston: Houghton Mifflin, 1941. (Chapter book available In school media centers or DMC)</p> <p>Google Earth</p>	

				<p><b><u>Lesson 6</u></b></p> <ul style="list-style-type: none"> <li>• Michigan and seven other states that border one or more of the Great Lakes make up the Great Lakes region.</li> <li>• To better understand the geography of the United States it is useful to compare different regions.</li> <li>• The Great Lakes have influenced the history, climate, economic activities, transportation networks, and culture of the Great Lakes region.</li> </ul>	<p><b><u>Lesson 6</u></b> Activities: 1, 2, 4, 5</p> <p>Activity 3 –Great Lakes Chart</p>	<p>special purpose maps topography precipitation temperature population metropolitan area</p> <p><b><u>Lesson 5</u></b> climate human and physical characteristics of place regions relative location special purpose maps topography</p> <p><b><u>Lesson 6</u></b> climate human and physical characteristics of place regions topography movement economic activities</p> <p><b><u>Lesson 7</u></b> human and physical characteristics of place political boundaries regions relative location spatial perspective special purpose maps topography</p>	

**CURRICULUM MAP 4<sup>TH</sup> GRADE UNIT 3 HUMAN GEOGRAPHY IN THE USA**

UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCEs OR HSCEs	UNIT BIG IDEAS / KEY CONCEPTS	ASSESSMENTS		LESSON BIG IDEAS	CONTENT ACTIVITIES	VOCABULARY	INSTRUCTIONAL RESOURCES
			OF LEARNING	FOR LEARNING				
<p><b>Unit 3:</b> Human Geography in the United States</p> <p><b>Overarching Question:</b> How are people connected to the Earth and to each other?</p> <p><b>Approximate Pacing:</b> 6 weeks</p> <p><b>Lesson Sequence:</b> 1. Questions geographers ask about human geography 2. Movement- Push and pull factors 3. Push and pull factors- Immigration to the United States 4. The impact of immigration on culture in the United States 5. Adapting to different environments in the United States 6. How people have used the environment of the United States 7. Modifying the environment in the United States 8. Public issues related to</p>	<p>4 – H3.0.7 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.</p> <p>4 – G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).</p> <p>4 – G1.0.3 Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).</p> <p>4 – G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.</p> <p>4 – G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)</p> <p>4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)</p> <p>4 – G5.0.1 Assess the positive and negative effects of human activities on the physical environment of the United States.</p>	<p><b>Unit Focus Questions</b> What questions do geographers ask in examining human geography in the United States?</p> <p>How have the concepts of movement and human/environment interaction influenced the development of the United States?</p> <p>How might the country resolve contemporary public issues related to movement and human/environment interaction in the United States?</p> <p><b>Types of Thinking:</b> Cause and Effect Compare and Contrast Generalizing Issue Analysis</p> <p><b>Key Concepts</b> Adaptation to the environment Culture Human/environment Interaction Immigration Migration</p>	<p><b>Lesson 3 Assessment</b></p>		<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>In studying human geography, geographers examine how people and places are connected to each other, as well as how people are connected to the Earth.</li> <li>Human geography has two main themes: movement and human/environment interaction.</li> <li>In studying movement, geographers ask questions such as: Why do people move?, How does the movement of people connect places?, and How do geographic features impact movement?</li> <li>In studying human/environment interaction, geographers ask questions such as: How do people use the Earth?, How do people change the Earth?, and What are the consequences of changing the Earth?</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>Both geographers and historians have studied how and why people have moved within the United States.</li> <li>Push factors are reasons people leave a place. Some examples of push factors include a lack of freedom, a shortage of jobs, war, famine, or high cost of living.</li> <li>Pull factors are reasons why people settle in a particular place. Some examples of pull factors include economic opportunities, freedom, family, or culture.</li> <li>Not everybody freely chose to move to new places in the United States. Native Americans were often forced off their land and forced to move to new places.</li> <li>People continue to move within the United States.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>Both geographers and historians have studied how and why people have immigrated to the United States.</li> <li>Push factors such as a lack of freedom, a shortage of jobs, war, famine, or high cost of living caused people to leave their home countries.</li> <li>Pull factors such as economic opportunities, freedom, family, or culture of the region encouraged people to immigrate to the United States.</li> <li>Not everybody freely chose to immigrate to the United States. Under the system of slavery, Africans were forced to immigrate.</li> </ul> <p><b>Lesson 4</b></p>	<p>Common Activities <b>Lesson 1</b> Activities: 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><b>Lesson 2</b> Activities: 1, 2, 3, 4, 6, 8, 9, 10, 11, 13, 15, 16, 17, 19, 20</p> <p><b>Lesson 3</b> Activities: (Prior to lesson 3-send home letter in Supplemental Materials asking families to share their immigration history) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15,</p>	<p><b>Lesson 1</b> Human/environment interaction Movement Five themes of geography</p> <p><b>Lesson 2</b> Migration Movement Push Factors Pull Factors Slavery Underground railroad</p> <p><b>Lesson 3</b> Immigration Movement Push/Pull Factors</p>	<p><b>Lesson 1</b> Supplemental Materials Lesson 1 <a href="#">Just A Dream by Chris Van Allsburg</a></p> <p><b>Lesson 2</b> Supplemental Materials Lesson 2 <a href="#">Dandelions by Eve Bunting</a> <a href="#">Apples to Oregon by Deborah Hopkinson</a> <a href="#">Freedom River by Doreen Rappaport</a> <a href="#">Sweet Clara and the Freedom Quilt by Deborah Hopkinson</a> <a href="#">Train to Somewhere by Eve Bunting</a> <a href="#">The Great Migration by Jacob Lawrence</a></p> <p><b>Lesson 3</b> Supplemental Materials Lesson 3 <a href="#">The Keeping Quilt by Patricia Polacco</a> <a href="#">Grandfather's Journey by Allen Say</a> <a href="#">I Was Dreaming to Come to America, a book created by the</a></p>

<p>geography</p>	<p>4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.</p>	<p>Modification of the environment Movement Public issues Push and pull factors Resource use</p>	<p><b>Lesson 8 Assessment</b></p> <p><b>Unit 3 Culminating Assessment</b></p>		<ul style="list-style-type: none"> <li>• Culture is the way of life of group of people. Immigrants brought their culture with them when they immigrated to the United States. This included traditions, foods, stories, languages, music, values and beliefs.</li> <li>• Different ethnic groups settled in different regions. For example, many Mexicans settled in the southwest region of the U.S and many Chinese settled along the west coast.</li> <li>• The cultural influences of these various ethnic groups are evident in these regions.</li> <li>• Immigration has resulted in significant cultural diversity in the United States.</li> </ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>• The geography of a place influences the culture (how people live) there.</li> <li>• People have adapted to different environments of the United States. As a result, cultural characteristics such as housing styles, recreational activities, and land use varies in different regions.</li> <li>• History is often the story of how people have adapted to their environment.</li> </ul> <p><b>Lesson 6</b></p> <ul style="list-style-type: none"> <li>• The United States is rich in natural resources which include fertile soil, water, forests, and a wide variety of minerals.</li> <li>• These resources have greatly influenced the growth and development of the country.</li> <li>• Many important human activities have developed from the use of these resources including farming, mining, lumbering, and manufacturing.</li> </ul> <p><b>Lesson 7</b></p> <ul style="list-style-type: none"> <li>• When people use natural resources for human activities like farming, mining, lumbering, and manufacturing, they modify (or change) the environment.</li> <li>• Changes to the environment have positive and negative effects.</li> </ul> <p><b>Lesson 8</b></p> <ul style="list-style-type: none"> <li>• Human activities such as mining, drilling for oil, constructing dams, diverting water, and expanding cities result in changes to the environment.</li> <li>• Since environmental changes can have negative consequences, people often disagree about how to control these activities.</li> <li>• Disagreements about how to solve problems caused by environmental changes may become public issues.</li> </ul>	<p><b>Lesson 4</b> Activities: 1, 2, 3, 4, 5, 8, 9, 11</p> <p><b>Lesson 5</b> Activities: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12</p> <p><b>Lesson 6</b> Activities: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18</p> <p><b>Lesson 7</b> Activities: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 14, 15</p> <p><b>Lesson 8</b> Activities: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10* (*see assessment for altered directions)</p>	<p><b>Lesson 4</b> Culture Immigration Movement Diversity Region Core Democratic Values</p> <p><b>Lesson 5</b> Adaptation to the environment Culture Human/Environment interaction</p> <p><b>Lesson 6</b> Human/Environment interaction Resource Use Natural resources Fertile soil Minerals Modifying the environment</p> <p><b>Lesson 7</b> Human/Environment interaction Modification of the environment Resource Use Irrigation</p> <p><b>Lesson 8</b> Human/Environment interaction Public Issue</p>	<p><b>Ellis Island Oral History Project</b></p> <p><a href="#"><u>The Colors of Freedom by Janet Bode</u></a></p> <p><b>Lesson 4</b> Supplemental Materials Lesson 4</p> <p><b>Lesson 5</b> Supplemental Materials Lesson 5</p> <p><b>Lesson 6</b> Supplemental Materials Lesson 6</p> <p><a href="#"><u>Our Michigan Adventure</u></a> textbook can be used as an additional reference</p> <p><b>Lesson 7</b> Supplemental Materials Lesson 7</p> <p><b>Lesson 8</b> Supplemental Materials Lesson 8</p>
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**CURRICULUM MAP 4<sup>TH</sup> GRADE, UNIT 4: EXPLORING ECONOMICS**

UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCEs	UNIT BIG IDEAS / KEY CONCEPTS	ASSESSMENTS		LESSON BIG IDEAS	CONTENT ACTIVITIES	VOCABULARY	INSTRUCTIONAL RESOURCES
			OF LEARNING	FOR LEARNING				
<p><b>Unit 4:</b> Exploring Economics</p> <p><b>Approximate Pacing:</b> 6 weeks</p> <p><b>Overarching Question:</b> How are geographers, economists, and political scientists similar and different in how they study places and people?</p> <p><b>Lesson Sequence:</b> 1. What is economics? 2. Characteristics of a Market Economy 3. Circular Flow 4. Economic Decision Making: The Role of Pricing and Competition 5. The Role of Incentives 6. Specialization and Division of Labor 7. The Role of Government in the US Economy 8. How Global Competition Affects the US</p>	<p>4 - E1.0.1: Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).</p> <p>4 - E1.0.2: Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange competition, consumer sovereignty, incentives, specialization).</p> <p>4 - E1.0.3: Describe how positive (e.g., responding to a sale, saving money, earning money) and negative (e.g., library fines, overdue video rental fees) incentives influence behavior in a market economy.</p> <p>4 - E1.0.4: Explain how price affects decisions about purchasing goods and services (substitute goods).</p> <p>4 - E1.0.5: Explain how specialization and division of labor increase productivity (e.g., assembly line).</p> <p>4 - E1.0.6: Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).</p> <p>4 - E1.0.7: Demonstrate the circular flow model by</p>	<p><b>Focus Questions:</b> 1. What questions do economists ask and how do their answers describe the United States? 2. How do the characteristics of a market economy influence economic decision making? 3. How does competition affect the economy in the United States?</p> <p><b>Types of Thinking:</b> Cause and Effect Classification Description Using nonlinguistic representations</p> <p><b>Key Concepts</b> circular flow competition division of labor economic decisions economics employment unemployment incentives market economy price role of government specialization supply demand</p>	Lesson 2	Lesson 5	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• People use resources to produce goods and services.</li> <li>• Scarcity results because resources are limited and human wants are unlimited.</li> <li>• Because of scarcity, people make choices about what goods and services to produce, how goods and services will be produced, and who will get the goods and services.</li> <li>• In answering the questions about what to produce, how to produce it, and who gets it, people create an economic system.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• There are different types of economic systems in the world.</li> <li>• The answers to economic questions such as what goods and services to produce, how to produce them, and who gets them determine the type of economic system.</li> <li>• The economic system in the U.S. is called a market economy.</li> <li>• A market economy is based on the interactions of buyers and sellers.</li> <li>• Important characteristics of a market economy include private property rights, voluntary exchange, competition, consumer sovereignty, incentive, and specialization.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• The interactions in a market economy can be described with a circular flow model.</li> <li>• Circular flow describes the pattern in which goods and services and resources flow in the marketplace.</li> <li>• Circular flow includes a market for resources and a market for goods and services.</li> <li>• Individuals sell their labor, human resources, to businesses in exchange for money, or income. This is done in the resource market.</li> <li>• Individuals use their income to buy goods and services from businesses. This creates the market for goods and services.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Economic decision making is influenced by the interaction of price, competition, and substitute goods.</li> <li>• When prices decrease, demand for that good or service increases.</li> <li>• When prices increase, demand for a good or service decreases and consumers may choose substitute goods or services.</li> <li>• Competition can lead to a decrease in prices.</li> </ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>• Incentives are rewards or penalties used to encourage people to behave in certain ways.</li> <li>• Rewards are positive incentives that make people better off.</li> <li>• Penalties are negative incentives that make people worse off.</li> </ul>	<p>*Optional: Students create an individual business using the Mini-Society model.</p> <p><b>Lesson 1</b> Activities: 1, 2, 3, 5, 6</p> <p><b>Lesson 2</b> Activities: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12</p> <p><b>Lesson 3</b> Activities: 1, 2, 3, 4, 5, (optional extension act. 7-8)</p> <p><b>Lesson 4</b> Activities: 1, 2, 3, 4, (optional extension act. 5-9)</p> <p><b>Lesson 5</b> Activities: 1,2, 3, 4, 6, 7 Activity 5 is optional extension</p>	<p><b>Lesson 1</b> Scarcity Limited resources Unlimited wants Human resources Natural resources Capital resources Economics Economic Systems</p> <p><b>Lesson 2</b> Market economy Producer Consumer Profit Demand Supply Competition Consumer sovereignty</p> <p><b>Lesson 3</b> Exchange Human resources Income Circular flow</p> <p><b>Lesson 4</b> Price Substitute goods</p> <p><b>Lesson 5</b> Incentive</p>	<p><b>Lesson 1</b> <u>Ox Cart Man</u> by Donald Hall (Introduced in Unit 1) Supplemental materials Lesson 1-located in Social Studies shared elementary folder</p> <p><b>Lesson 2</b> <u>Grandpa's Corner Store</u> by Dyanne Disalvo-Ryan <u>Nothing</u> by Jon Agee Supplemental materials Lesson 2</p> <p><b>Lesson 3</b> <u>The Go-Around Dollar</u> by Barbara Johnson Adams Supplemental materials Lesson 3</p> <p><b>Lesson 4</b> Supplemental materials Lesson 4</p> <p><b>Lesson 5</b> Supplemental materials Lesson 5</p>

**CURRICULUM MAP 4<sup>TH</sup> GRADE, UNIT 4: EXPLORING ECONOMICS**

<p>Economy 9. Effects of Changes in the US Economy</p>	<p>engaging in a market simulation, which includes households and businesses and depicts the interactions among them.</p> <p>4 - E1.0.8: Explain why public goods (e.g., libraries, roads, parks) are not privately owned.</p> <p>4 - E2.0.1: Explain how changes in the United States economy impacts levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition).</p> <p>4 - E3.0.1: Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).</p> <p>4 - C3.0.7: Explain how the federal government uses taxing and spending to serve the purposes of government.</p>	<p>Business Development Capital resources Choice Consumer Consumption Economic development Entrepreneurs Goods Human resource Interdependence Location Natural Resource Opportunity Cost Producer Production Scarcity Services</p> <p><b>Core Democratic Values:</b> Life Liberty Popular sovereignty Truth (K) Patriotism (1) Justice (1) Diversity (2) Common Good (2) Pursuit of Happiness (3) Equality (3)</p>	<p>Lesson 6</p> <p>Lesson 7</p> <p>Lesson 8</p>	<ul style="list-style-type: none"> <li>Incentives affect people's choices and behavior in predictable ways.</li> <li>Economic incentives usually involve money.</li> <li>Positive economic incentives include sales, coupons, and discounts.</li> <li>Negative economic incentives include fees and fines.</li> </ul> <p><b>Lesson 6</b></p> <ul style="list-style-type: none"> <li>People usually specialize in a job a skill they are good at or like to do.</li> <li>When people specialize they cannot produce everything they want or need.</li> <li>Specialization leads to interdependence and trade. Because people cannot produce all the good or services they consume, they need to trade with others to fulfill their needs and wants.</li> <li>When individuals, regions, or countries specialize, they must trade with others for what they do not produce.</li> <li>When the production of a good or service is broken down into different steps with different workers performing each step, it is called division of labor.</li> <li>Specialization and division of labor usually increases the productivity of workers and businesses.</li> </ul> <p><b>Lesson 7</b></p> <ul style="list-style-type: none"> <li>Businesses compete for consumers with a goal of earning a profit.</li> <li>Businesses produce goods and services based on the human, natural, and capital resources available in their country.</li> <li>Lower costs of human, natural or capital resources (productive resources) result in higher profits for businesses.</li> <li>Global competition can affect jobs, prices of goods, and quality of goods in the United States.</li> </ul> <p><b>Lesson 8</b></p> <ul style="list-style-type: none"> <li>The labor force in the U.S. is made up of people who are working and those looking for work.</li> <li>Changes in the U.S. economy can affect levels of employment.</li> <li>Economic changes that affect employment can include changing demands for natural resources, changes in technology, and changes in competition.</li> <li>Global competition has affected levels of employment in the U.S. and the types of jobs available.</li> </ul> <p><b>Lesson 9</b></p> <ul style="list-style-type: none"> <li>Governments provide certain kinds of goods and services in a market economy. These are called <i>public goods and services</i>.</li> <li>Public goods and services are goods and services that private businesses are either unwilling or unable to produce.</li> <li>Governments pay for the goods and services they provide by collecting taxes.</li> <li>Providing public goods and services helps government carry out its major purposes such as providing safety, providing security, and promoting the common good</li> </ul>	<p>activity</p> <p><b>Lesson 6</b> Activities: 1,2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 18</p> <p>Optional: Activitites 14,15, 16 &amp; 17 simulation Snow man assembly Activity 19 extension</p> <p><b>Lesson 7</b> Activities: 1,2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Lesson 8</b> Activities: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16,</p> <p><b>Lesson 9</b> Activities: 1, 2, 3, 4, 5, 6, 7, 10, 12, 13, 14</p>	<p><b>Lesson 6</b> Specialization Division of labor Productivity</p> <p><b>Lesson 7</b> Export Import</p> <p><b>Lesson 8</b> Employed Unemployed Labor force</p> <p><b>Lesson 9</b> Public goods and services Private goods and services Taxes</p>	<p><b>Lesson 6</b> Supplemental materials Lesson 6</p> <p><b>Lesson 7</b> Supplemental materials Lesson 7</p> <p><b>Lesson 8:</b> Supplemental materials Lesson 8</p> <p><b>Lesson 9:</b> Supplemental Materials Lesson 9</p> <p><b>Optional Teacher Resource</b> <u>Field Trip Options:</u> 1. Ford Rouge Plant, Dearborn, MI 2. Detroit Historical Museum <u>Children in the Marketplace</u> <u>Playdough Economics</u> binder Mini-society books: 1. Economics: Debriefing Teachable Moments 2. Entrepreneurship: Debriefing Teachable Moments 3. The Framework 4. Law, Government &amp; Ethics: Debriefing Teachable Moments</p>
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CURRICULUM MAP: 4<sup>TH</sup> GRADE, UNIT 5: OUR FEDERAL GOVERNMENT

UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCEs OR HSCEs	UNIT BIG IDEAS / KEY CONCEPTS	ASSESSMENTS		LESSON BIG IDEAS	CONTENT ACTIVITIES	VOCABULARY	INSTRUCTIONAL RESOURCES
			OF LEARNING	FOR LEARNING				
<p><b>Unit 5:</b> Our Federal Government</p> <p><b>Overarching Question:</b> How is the federal government structured to fulfill the purposes for which it was created?</p> <p><b>Approximate Pacing:</b> 6 weeks</p> <p><b>Lesson Sequence:</b> 1. Why do we need a government? 2. What kind of government do we have? 3. What powers does our federal government have? 4. How is our federal government organized? 5. Why do we have a system of checks and balances? 6. Limiting the power of government: the Bill of Rights</p>	<p>4 – C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).</p> <p>4 – C1.0.2 Explain probable consequences of an absence of government and of rules and laws.</p> <p>4 – C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution.</p> <p>4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.</p> <p>4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).</p> <p>4 – C3.0.2 Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).</p>	<p>Unit Focus Questions Why do people form limited government?  How does our federal government work?  How does the Constitution, included its Core Democratic Values, limit the power of government?</p> <p><b>Types of Thinking:</b> Classification Compare &amp; Contrast Forming &amp; Testing Hypotheses Nonlinguistic Representation</p> <p><b>Key Concepts</b> Limited Government</p> <p><b>Core Democratic Values</b> Rule of Law Popular Sovereignty Common Good</p>	<p><b>Lesson 2 Assessment "Analyzing the Gov't of Egbonia"</b></p>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>Political scientists ask questions about what governments do, how governments are organized, the values and principles connected to government, and the role of citizens in government.</li> <li>There would be many serious consequences if schools, communities, and our country tried to function without government and rules or laws.</li> <li>People institute governments for many reasons such as safety, promoting the common good, and protecting individual rights.</li> <li>The Preamble to the U.S. Constitution describes the purposes of our federal government.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>The United States has a constitutional form of government. The Constitution, a written document, establishes the powers and limits of government.</li> <li>The United States is a republic. It is based on the idea of popular sovereignty – that the people hold the power of government in the United States.</li> <li>Since it is impractical for everyone to make decisions in government, people give representatives authority to make decisions for them. This means we have a representative government.</li> <li>In a republican form of government like the United States, the emphasis is on values and principles such as liberty, rule of law, popular sovereignty, and the common good.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>In the United States, the government is based on the idea of popular sovereignty which means that the ultimate power belongs to the people in our government.</li> <li>The people agreed to delegate some of their power to the federal government and expressed this in the Constitution.</li> <li>All other powers not given to the federal government in the Constitution are reserved to the states or the people.</li> <li>In a few cases, certain powers like making laws and collecting taxes are shared by both federal and state governments.</li> <li>The system of delegating, reserving, and sharing of power explained in the Constitution serves to limit the power of government.</li> </ul>	<p>Common Activities <b>Lesson 1</b> Activities: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,12</p> <p><b>Lesson 2</b> Activities: 1, 5, 6, 7, 8, 10</p> <p><b>Lesson 3</b> Activities: 1, 5, 6, 7, 9</p> <p>Possible Web activity: Activity 2, 3, 4</p>	<p><b>Lesson 1</b> Justice Domestic tranquility Common defense General Welfare Liberty Posterity Preamble Constitution Federal Government Government</p> <p><b>Lesson 2</b> Individual rights Limited government Popular Sovereignty Representative government Rule of Law</p> <p><b>Lesson 3</b> Delegated Reserved Shared Powers Limited Government Governmental authority</p>	<p><b>Lesson 1:</b> Preamble Book: <a href="#">We The Kids: The Preamble to the Constitution of the U.S. by David Catrow</a></p> <p>We the People Song School House Rock Video</p> <p>Supplemental materials Lesson 1-located in <a href="#">Social Studies shared elementary folder</a></p> <p><b>Lesson 2:</b> <i>Note that the following pages from We the People can be used to supplement the MC3 lesson: 22-28, 29-38, 123-130. (The We the People materials can be obtained from the Michigan Center for Civic Education.)</i></p> <p><a href="#">DMC-Movie- History of American Gov't 320.973</a> Supplemental materials Lesson 2</p> <p><b>Lesson 3:</b> Supplemental materials Lesson 3</p>	

	<p>4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).                  4 – C3.0.4 Describe how the powers of the federal government are separated among the branches.                  4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).                  4 – C3.0.6 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).</p>		<p><b>Lesson 6 Assessment</b></p>		<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>The Framers of the Constitution were afraid of giving one group or one person in government too much power.</li> <li>They limited the power of the federal government by separating or dividing power among three groups or branches of government.</li> <li>The three branches are known as the legislative branch, the executive branch and the judicial branch.</li> <li>Each branch has a different function and its own special powers.</li> </ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>In order to limit the power of the federal government the Constitution provides for a system of checks and balances.</li> <li>Under the system of checks and balances, the branches are given authority to challenge each others use of power. For instance, the president has the power to veto a law passed by Congress.</li> <li>No branch can carry out its functions/powers without some cooperation from the other branches.</li> <li>The system of checks and balances makes sure that one branch does not become too powerful and prevents abuse of power that might result if a single branch were in complete control.</li> </ul> <p><b>Lesson 6</b></p> <ul style="list-style-type: none"> <li>The people limit the power they delegate to the federal government through principles of separation of powers and checks and balances.</li> <li>Government is also limited by ten amendments to the Constitution called the Bill of Rights.</li> <li>The Bill of Rights serves to protect people's individual rights such as freedom of speech, freedom of religion, and the right to a trial by jury.</li> </ul>	<p><b>Lesson 4</b>                  Activities: 1, 2, 3, 4, 5                  Students research separation of powers (see activities 6-12 as reference)</p> <p><b>Lesson 5</b>                  Activities: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11*, 12, 13                  *Activity 11 can also be used as an assessment for learning.</p> <p><b>Lesson 6</b>                  Activities: 1-10</p>	<p><b>Lesson 4</b>                  Separation of Powers                  Legislative                  Judicial                  Executive                  Limited Government                  Constitution</p> <p><b>Lesson 5</b>                  Checks &amp; Balances                  Branches of government                  Limited government</p> <p><b>Lesson 6</b>                  Bill of Rights                  Governmental Authority                  Individual rights                  Limited Government                  Rule of Law</p>	<p><b>Lesson 4:</b>                  Supplemental materials                  Lesson 4</p> <p>Student Resources-                  Unit 5, Lesson 4 page 2 of 6</p> <p><b>Additional Resources to support theme:</b></p> <p><b>Woodrow for President by Peter and Cheryl Barnes</b></p> <p><b>Lesson 5:</b>                  Supplemental materials                  Lesson 5</p> <p>"I'm Just a Bill"  <a href="http://www.school-house-rock.com/Bill.html">http://www.school-house-rock.com/Bill.html</a></p> <p><b>Marshall, the Courthouse Mouse by Barnes, Peter and Cheryl</b></p> <p><b>Lesson 6:</b>                  Supplemental materials                  Lesson 6</p>
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UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCEs OR HSCES	UNIT BIG IDEAS / KEY CONCEPTS	ASSESSMENTS		LESSON BIG IDEAS	CONTENT ACTIVITIES	VOCABULARY	INSTRUCTIONAL RESOURCES
			OF LEARNING	FOR LEARNING				
<p>Unit 6 – 6 weeks Rights and Responsibilities of Citizenship</p> <p>Overarching Question: Why are rights and responsibilities of citizenship essential to our form of government?</p> <p>Lesson Sequence</p> <p>1. What is the Bill of Rights? 2. What are the responsibilities of citizens? 3. Becoming informed about public issues. 4. Core Democratic values and public issues 5. Exploring a Public issue Facing the U.S. Citizens 6. Taking a Position on a Public Issue Facing U.S. Citizens</p>	<p>4 – C2.0.2: Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).</p> <p>4 – C5.0.1: Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).</p> <p>4 – C5.0.2: Describe the relationship between rights and responsibilities of citizenship.</p> <p>4 – C5.0.3: Explain why rights have limits.</p> <p>4 – C5.0.4: Describe ways citizens can work together to promote the values and principles of American democracy.</p> <p>4 – P3.1.1: Identify public issues in the United States that influence the daily lives of its citizens.</p> <p>4 – P3.1.2: Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.</p> <p>4 – P3.1.3: Give examples</p>	<p><b>Focus Questions</b></p> <p>1. How are rights and responsibilities related? 2. How can citizens work together to improve their government? 3. Why are rights and responsibilities of citizenship essential to form our government?</p> <p><b>Types of Thinking:</b> Classification Evidentiary Argument Identifying Perspectives Issue Analysis Problem Solving</p> <p><b>Key Concepts:</b> Bill of Rights citizenship civic responsibilities core democratic values individual rights public issues <b>Core Democratic Values</b> Truth (K) Patriotism (1) Justice (1) Diversity (2) Common Good (2) Equality (3) Pursuit of Happiness (3) <b>Life (4)</b> <b>Liberty (4)</b> <b>Popular Sovereignty (4)</b></p>	<p><b>Lesson 1 Assessment</b></p>	<p><b>Lesson 2 Assessment</b></p>	<p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>The Bill of Rights is the first ten amendments to the Constitution. These amendments identify important individual rights.</li> <li>The First Amendment guarantees freedom of expression which includes freedom of speech, freedom of the press, and freedom of assembly.</li> <li>The First Amendment also guarantees freedom of religion.</li> <li>Sometimes we have to put limits on rights. For example, freedom of speech does not allow you to yell “fire” in a crowded place when there is no fire.</li> <li>Rights come with responsibilities.</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>Popular sovereignty, which means the people hold the power of government, is one of our most important core democratic values.</li> <li>Because people hold the power of government they have many civic responsibilities. These responsibilities are connected to other democratic values and principles.</li> <li>Because we value justice and the right to a fair trial, citizens have the responsibility to serve on a jury.</li> <li>Because we value the rule of law, citizens must respect and obey our laws.</li> <li>Because we value the common good, citizens must pay taxes in order for the government to provide services that benefit everyone.</li> <li>Because we believe in the principle of representative government, citizens have the responsibility to register to vote and vote knowledgeably.</li> </ul> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>Popular sovereignty, which means the people hold the power of government, is one of our most important core democratic values.</li> <li>Because people hold the power of government they have many civic responsibilities.</li> <li>One important responsibility of citizens is to stay informed about public issues.</li> <li>A public issue may affect an entire school, community, county, state, region, or country.</li> <li>People disagree on how to settle or resolve public issues.</li> <li>To learn about a public issue, citizens should investigate background information on the issue and different points of view.</li> </ul>	<p><b>Common Activity</b> <b>Lesson 1:</b> Activities: 1, 2, 3, 4, 5, 6, 7, 8, 9, 12</p> <p><b>Lesson 2:</b> Activities: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,</p> <p><b>Lesson 3:</b> Activities: 1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b>Lesson 1:</b> Bill of Rights citizenship individual rights</p> <p><b>Lesson 2:</b> citizenship civic responsibilities popular sovereignty</p> <p><b>Lesson 3:</b> citizenship civic responsibilities public issues</p>	<p><b>Lesson 1:</b> Supplemental materials Lesson 1</p> <p><b>Lesson 2:</b> Supplemental materials Lesson 2</p> <p><b>Vote? By Eileen Christelow</b></p> <p><b>Come Back Salmon by Molly Cone</b></p> <p><b>Harvesting Hope: The Story of Cesar Chavez.</b></p> <p><b>Lesson 3:</b> Supplemental materials Lesson 3</p>

	<p>of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.</p> <p>4 – P3.3.1: Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.</p>		<p><b>Culminating Unit Assessment Lesson 6</b></p>	<p><b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>• People disagree about how to resolve public issues.</li> <li>• To understand these disagreements it is important to examine connections between core democratic values and the issues.</li> <li>• Core democratic values often in conflict include the common good, equality, justice and freedom.</li> </ul> <p><b>Lesson 5:</b></p> <ul style="list-style-type: none"> <li>• Citizens have to work together to resolve public issues.</li> <li>• Often there are alternative resolutions to public issues.</li> <li>• Citizens have to analyze data and information in order to evaluate alternative resolutions.</li> <li>• Often the resolution of a public issue requires legislation or other governmental action.</li> </ul> <p><b>Lesson 6:</b></p> <ul style="list-style-type: none"> <li>• It is important for citizens to make informed decisions about public issues.</li> <li>• To make an informed decision, citizens should examine different resolutions of the issue.</li> <li>• To make an informed decision, citizens should explore data and other sources of information relating to the issue.</li> <li>• To make an informed decision, citizens should also consider how core democratic values influence their position on the issue.</li> <li>• Finally, citizens should make a persuasive and reasoned argument to support their position on a public issue.</li> </ul>	<p><b>Lesson 4:</b> Activities: 1, 2, 3, 4, 5, 6, 7, 8</p> <p><b>Lesson 5:</b> Activities: 2, 3, 6, 7</p> <p><b>Lesson 6:</b> Activities: 1, 2, 3, 4, 5</p>	<p><b>Lesson 4:</b> core democratic values public issues</p> <p><b>Lesson 5:</b> citizenship public issues</p> <p><b>Lesson 6:</b> core democratic values public issues</p>	<p><b>Lesson 4:</b> Supplemental materials Lesson 4</p> <p><b>Lesson 5:</b> Supplemental materials Lesson 5</p> <p><b>Lesson 6:</b> Supplemental materials Lesson 6</p>
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