

Wallingford Public Schools – ELEMENTARY GRADE LEVEL OUTLINE

Course Title: Connecticut and Its Place In the World	
Department: Social Studies	Grade: 4
Course Description In grade four social studies students will focus on learning about Connecticut and its place in the world. Specific units of study will include Connecticut’s geography, history, culture, government, and economy. Students will develop key skills in the areas of reading, writing, citizenship, mathematics, technology, research, and critical thinking.	
Required Instructional Materials <i>The Connecticut Adventure</i> , John Ifkovic; Gibbs Smith Publishers, 2002 <i>Connecticut and World Regions Geography Support Materials</i> , Wallingford Public Schools, March 2005 (supplemental kit)	Completion/Revision Date Revisions Approved by the Board of Education on October 19, 2009

Mission Statement of the Curriculum Management Team The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.
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Enduring Understandings for the Course
Content
<i>Students will understand that:</i>
<ul style="list-style-type: none"> • Maps and globes portray the surface of the earth in different ways. • All maps have parts in common. • Different maps provide the same information in a variety of ways. • There are similarities and differences between Connecticut and world regions. • Geography influences needs, culture, opportunities, choices, interests, and skills. • Knowledge of the past helps one understand the present and make decisions about the future. • People respond to and resolve conflicts in a variety of ways. • Global societies are diverse, creating varied perspectives, contributions, and challenges. • A government develops rules to maintain order and safety within the state. • Democratic societies must balance the rights and responsibilities of individuals with the common good. • Decisions concerning the use of economic resources impact individuals and groups. • Limited resources and unlimited wants cause people to make choices.

Skills
<i>Students will understand that:</i>
• Analytical questioning creates a purpose for research.
• Information can be acquired from various sources.
• The research process requires the use of a variety of resources to ensure validity.
• Organization is critical to the acquisition, application, and evaluation of information.
• Effective communication relies on the purposeful use of information in a format appropriate to the task and the audience.
• Critical examination and evaluation of data is essential to making informed decisions.
• Examining social and civic issues helps to expand one's understanding of the world, its people, and themselves.
• Collaboration is necessary in order to be an effective learner and citizen.
• Recognizing a diversity of viewpoints benefits all.
• Text and organizational tools communicate different kinds of information.
• Authors write for different purposes.
• Readers use strategies to construct meaning.
• Language reflects historical changes and cultural differences.
• Writers have a purpose for writing.
• Writing is a tool used for thinking, learning and communicating.
• Technology is a tool that can be used for collecting, organizing, creating, and presenting information.

LEARNING STRAND

1.0 Social Studies Skill Areas

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

- Analytical questioning creates a purpose for research.
- Information can be acquired from various sources.
- The research process requires the use of a variety of resources to ensure validity.
- Organization is critical to the acquisition, application, and evaluation of information.
- Effective communication relies on the purposeful use of information in a format appropriate to the task and the audience.
- Critical examination and evaluation of data is essential to making informed decisions.
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- Collaboration is necessary in order to be an effective learner and citizen.
- Recognizing a diversity of viewpoints benefits all.
- Text and organizational tools communicate different kinds of information.
- Authors write for different purposes.
- Readers use strategies to construct meaning.
- Language reflects historical changes and cultural differences.
- Writers have a purpose for writing.
- Writing is a tool used for thinking, learning and communicating.
- Technology is a tool that can be used for collecting, organizing, creating, and presenting information.

ESSENTIAL QUESTION(S)

- Why do I research?
- What are the benefits of using multiple sources to locate information?
- How do I know my information is reliable (accurate, unbiased, current, and appropriate?)
- What organizational strategy best suits this research?
- How does organizing the results of my research help me to use it?
- How do I determine the appropriate presentation format for my task and audience?
- How does new information influence how I think and act?
- How do my actions impact others in my community?
- How do my personal decisions and actions affect others?
- How does the consideration of different viewpoints influence how one thinks and acts?
- What is the purpose of using both primary and secondary sources?
- How does reading fiction help to acquire factual information?
- What impact do reading strategies have?
- Why do we need to evaluate what we read?
- How does time and place in history influence language?
- What am I trying to achieve through my writing?
- What is the impact of technology on research and communication?
- What are the benefits and limitations of using technology?

LEARNING OBJECTIVES *The student will:*

- 1.1 Identify the difference between a primary and secondary source.
- 1.2 Locate and use a variety of sources including almanacs and atlases.
- 1.3 Use parts of a book including the

INSTRUCTIONAL SUPPORT MATERIALS

- *See other learning strands*

SUGGESTED INSTRUCTIONAL STRATEGIES

- Prepare an accurate chart or graph depicting relevant social studies information (e.g.,

<p>appendix.</p> <p>1.4 Develop research questions.</p> <p>1.5 Identify key research terms to broaden and narrow topics.</p> <p>1.6 Use at least two sources arranged alphabetically by author's last name (or title if there is no author.)</p> <p>1.7 Use a variety of note taking strategies (bulleting, highlighting, categorizing, outlining, using graphic organizers.)</p> <p>1.8 Distinguish between useful and irrelevant information.</p> <p>1.9 Interpret text structure distinguishing cause & effect, fact & opinion, and main idea & supporting details.</p> <p>1.10 Summarize information from research using organizational strategies.</p> <p>1.11 Determine the purpose or message of the writing.</p> <p>1.12 Write a three or more paragraph essay using evidence to describe historical events, people, and/or places.</p> <p>1.13 Develop strategies and respond appropriately with relevant information and/or questions to resolve state issues.</p> <p>1.14 Work cooperatively with peers.</p> <p>1.15 Change behavior in response to rules, laws, and consequences.</p> <p>1.16 Orally present information and answer questions about a social studies topic.</p>	<p>immigration, exports, imports, population growth)</p> <ul style="list-style-type: none"> • Timelines • Connecticut scrapbook • Graphic organizers • Simulations/Role plays • Research • Diary/Letters • Projects • Debates <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Written assessments • Student participation • Timelines • Rubrics • Simulations/Role plays • Debates • Graphs • Student presentations • Tests/quizzes • Scrapbooks
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LEARNING STRAND

2.0 Geography

ENDURING UNDERSTANDING(S)

- Maps and globes portray the surface of the earth in different ways.
- All maps have parts in common.
- Different maps provide the same information in a variety of ways.
- There are similarities and differences between Connecticut and world regions.
- Geography influences needs, culture, opportunities, choices, interests, and skills.

ESSENTIAL QUESTION(S)

- What makes places unique and different?
- What do maps have in common?
- Where in the world is Connecticut?
- How do geography, climate, and natural resources affect the way people live and work?

LEARNING OBJECTIVES *The student will:*

- 2.1 Utilize map/globe skills such as legend/keys, axis, and compass rose to determine directions.
- 2.2 Identify major reference points and coordinates on maps and/or globes such as the Equator, North & South poles, Tropics of Cancer & Capricorn, Arctic & Antarctic Circles, and hemispheres.
- 2.3 Compare and contrast map types (e.g., political, physical, population, climate.)
- 2.4 Locate world climate regions on a map.
- 2.5 Locate man-made and physical characteristics of Connecticut.
- 2.6 Compare and contrast world climate regions to those in Connecticut.
- 2.7 Describe how physical systems (weather and climate) have affected the lives of people in Connecticut (e.g., economy, recreation, transportation.)
- 2.8 Explain how the people of Connecticut have affected their environment.

INSTRUCTIONAL SUPPORT MATERIALS

- *Connecticut & World Regions Geography Support Materials*, Wallingford Public Schools, 2005
- *Daily Geography Practice*, Evan-Moor Publishing
- Atlases
- *The Whole Earth Geography Book*, Anthony D. Fredericks
- *Connecticut Jography: A Fun Run Through Our State*, Carole Marsh
- *Connecticut Geography Projects*, Carole Marsh
- *Connecticut Geography Bingo*, Gallopade International
- *Form-A-Globe Kit*, Nystrom
- *Read the World Big Book*, George F. Cram Company
- *Maps for the Overhead: World Geography*, Spencer Fitch
- *World Instant Map Skills*, Spencer Finch
- *Flat Stanley*, Jeff Brown & Scott Nash
- www.kbears.com/continents.html
- www.mrnussbaum.com/continentscode2.html
- Google Earth
- www.ct.gov
- www.archaeolink.com/connecticut_geography.htm (CT Geography)
- www.archaeolink.com/connecticut_lesson_plans.htm (CT Lesson Plans)
- Field trip to Hammonasset - Meigs Point to examine the three coastal zones

- www.ct.gov/dep/site/default.asp (Department of Environmental Protection)
- www.worldalmanacforkids.com/WAKI-ViewArticle.aspx?pin=wwwwak-368&article_id=745&chapter_id=15&chapter_title=United_States&article_title=Connecticut (World Almanac for Kids – CT)

SUGGESTED INSTRUCTIONAL STRATEGIES

- Create a map of the land regions of Connecticut
- Label various habitats of Connecticut on a map (coastal, woodland, river, meadow, trap rock) and research
- Label world climate regions on a map
- Flip book or PowerPoint presentation depicting the various land and/or climate regions
- Graph or plot on a map the temperatures in the various climate regions and compare to Connecticut’s daily temperature
- Write a description of your location in Connecticut
- Graph daily temperature and precipitation using reference materials and/or weather instruments
- Write directions to various locations within Connecticut
- Make a poster or pamphlet illustrating and explaining the natural resources of Connecticut and their affects on the people, economy, and government
- Research and present on various recreational locations “tourist attractions” within Connecticut and relate to the corresponding region

SUGGESTED ASSESSMENT METHODS

- Map assessments
- Flip books
- PowerPoint presentations
- Graphs
- Written assessments
- Posters
- Pamphlets
- Student presentations

<u>LEARNING STRAND</u>	
3.0 History of Connecticut	
<u>ENDURING UNDERSTANDING(S)</u>	<u>ESSENTIAL QUESTION(S)</u>
<ul style="list-style-type: none"> • Knowledge of the past helps one understand the present and make decisions about the future. • People respond to and resolve conflicts in a variety of ways. 	<ul style="list-style-type: none"> • How have Connecticut’s historical events and figures impacted life today? • Is conflict inevitable? Desirable? Avoidable? • What causes change over time?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u>
<p>3.1 Identify significant groups that have impacted the history of Connecticut (Native Americans, explorers, colonists, immigrants, and industrialists.)</p> <p>3.2 Compare and contrast the impact of exploration and colonization on both native peoples and the colonists from Connecticut.</p> <p>3.3 Explain the relationship between the environment and the way of life of various groups of people in Connecticut such as Native Americans, colonists, and industrialists.</p> <p>3.4 Identify events, people, and historical sites important in Connecticut history.</p> <p>3.5 Trace and explain immigration patterns of settlement in Connecticut over time.</p>	<ul style="list-style-type: none"> • www.ct.gov • www.cthistoryonline.org/cdm-cho/index.html (CT History Online) • www.kids.ct.gov/kids/site/default.asp • www.cslib.org/history.htm (CT State Library, Connecticut History resources) • www.connhistory.org/ (CT History on the Web) • www.archaeolink.com/connecticut_history_historic_con.htm (CT History) • www.archaeolink.com/connecticut_lesson_plans.htm (CT Lesson Plans) • www.chs.org/ (CT Historical Society) • www.eduplace.com/state/ct/ct_links.html#link5 • www.worldalmanacforkids.com/WAKI-ViewArticle.aspx?pin=wwwwak-368&article_id=745&chapter_id=15&chapter_title=United_States&article_title=Connecticut (World Almanac for Kids – CT)
	<u>SUGGESTED INSTRUCTIONAL STRATEGIES</u>
	<ul style="list-style-type: none"> • Timelines • Field trip to state capital and state library • Visit the Old State House • Create an alphabet book on Connecticut’s history • Connecticut scrapbook • Research a historical event and present findings • Role play key historical figures from Connecticut’s history and play 20 questions or Jeopardy • Write a diary or journal from the point of view of a key historical figure from Connecticut history

SUGGESTED ASSESSMENT METHODS

- Written assessments
- Scrapbook
- Timeline
- Alphabet books
- Role plays
- Rubrics
- Tests/quizzes
- Journal/Diary entries
- Research process
- Student presentations

<u>LEARNING STRAND</u>	
4.0 Culture	
<u>ENDURING UNDERSTANDING(S)</u>	<u>ESSENTIAL QUESTION(S)</u>
<ul style="list-style-type: none"> Global societies are diverse, creating varied perspectives, contributions, and challenges. 	<ul style="list-style-type: none"> What is culture? What are the benefits and challenges of a diverse society? Why should we study other cultures and what does it teach us?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u>
<p>4.1 Compare and contrast contributions of different ethnic groups to the community and the state (e.g., festivals, restaurants, casinos, museums.)</p> <p>4.2 Explore the culture of contemporary Connecticut.</p>	<ul style="list-style-type: none"> Folktales of Connecticut www.archaeolink.com/connecticut_lesson_plans.tm (CT Lesson Plans) www.ctheritage.org/ (CT Heritage Gateway) www.worldalmanacforkids.com/WAKI-ViewArticle.aspx?pin=wwwwak-368&article_id=745&chapter_id=15&chapter_title=United_States&article_title=Connecticut (World Almanac for Kids – CT)
	<u>SUGGESTED INSTRUCTIONAL STRATEGIES</u>
	<ul style="list-style-type: none"> Guest speakers Connecticut scrapbook Local author study Storytelling Cultural presentations Venn Diagram comparing various cultural groups Field trips to various Connecticut cultural destinations
	<u>SUGGESTED ASSESSMENT METHODS</u>
	<ul style="list-style-type: none"> Written assessments Student participation Venn Diagrams Rubrics Thank you letter(s) to guest speakers Scrapbooks

<u>LEARNING STRAND</u>	
5.0 Government	
<u>ENDURING UNDERSTANDING(S)</u>	<u>ESSENTIAL QUESTION(S)</u>
<ul style="list-style-type: none"> • A government develops rules to maintain order and safety within the state. • Democratic societies must balance the rights and responsibilities of individuals with the common good. 	<ul style="list-style-type: none"> • How are governments created, structured, maintained, and changed? • Why do we have rules and laws; and what would happen if we didn't? • What are the roles and responsibilities of citizens and government in a democratic society? • What effect does a democratic government have on society?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u>
<p>5.1 Analyze historical events that impacted the organization of a new state government. (e.g., Fundamental Orders, Revolutionary War, Constitution)</p> <p>5.2 Compare and contrast national and Connecticut governments.</p> <p>5.3 Explain the structure, functions, and services of state government.</p> <p>5.4 Explain the process for making and implementing laws in Connecticut.</p> <p>5.5 Evaluate the impact of specific Connecticut laws on its citizens.</p> <p>5.6 Identify significant characteristics of an effective and responsible citizen (e.g., voting, participating in government.)</p>	<ul style="list-style-type: none"> • www.cclce.org/ (CT Consortium for Law & Citizenship Education) • www.cthistoryonline.org/cdm-cho/index.html (CT History Online) • www.cslib.org/pathfinders/ctgov.htm (CT State Library, Connecticut Government resources) • www.archaeolink.com/connecticut_lesson_plans.htm (CT Lesson Plans) • www.lwvct.org (League of Women Voters) • www.ctn.state.ct.us/daily_schedule.asp (CT Network, streaming videos) • www.ctn.state.ct.us/poster.asp#complete (2 free CT gov posters) • www.kids.ct.gov/kids/cwp/view.asp?a=2572&Q=314090 (ConneCT Kids, CT Government) • www.worldalmanacforkids.com/WAKI-ViewArticle.aspx?pin=wwwwak-368&article_id=745&chapter_id=15&chapter_title=United_States&article_title=Connecticut (World Almanac for Kids – CT)
	<u>SUGGESTED INSTRUCTIONAL STRATEGIES</u>
	<ul style="list-style-type: none"> • Guest speakers in local government • Field trip to the State House • Simulate local government in the classroom • Graphic organizer to compare national and local governments • Connecticut scrapbook • Timeline depicting the development of Connecticut's government

- Debate why we should or should not have a particular law
- Write about and/or role play the process of how a bill becomes a law

SUGGESTED ASSESSMENT METHODS

- Graphic organizers
- Written assessments
- Student participation
- Venn Diagrams
- Rubrics
- Thank you letter(s) to guest speakers
- Scrapbooks
- Debates
- Timelines

<u>LEARNING STRAND</u>	
6.0 Economy	
<u>ENDURING UNDERSTANDING(S)</u>	<u>ESSENTIAL QUESTION(S)</u>
<ul style="list-style-type: none"> • Decisions concerning the use of economic resources impact individuals and groups. • Limited resources and unlimited wants cause people to make choices. 	<ul style="list-style-type: none"> • How do economic systems affect your life and the lives of others? • What effect does the economy have on society?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u>
<p>6.1 Analyze the impact of economic interdependence on various groups throughout Connecticut's history (i.e., trade, barter, money.)</p> <p>6.2 Trace the economic development of Connecticut.</p> <p>6.3 Explain that when we buy something we also give up something.</p> <p>6.4 Compare and contrast how money is utilized (buy, save, invest) both personally and at the state level.</p>	<ul style="list-style-type: none"> • www.archaeolink.com/connecticut_lesson_plans.htm (CT Lesson Plans) • www.worldalmanacforkids.com/WAKI-ViewArticle.aspx?pin=wwwwak-368&article_id=745&chapter_id=15&chapter_title=United_States&article_title=Connecticut (World Almanac for Kids – CT) • www.kids.ct.gov/kids/lib/kids/pdf/connecticut_project_helper.pdf (CT Project Helper) <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Illustrated timeline depicting the economic development of Connecticut • Connecticut scrapbook • Simulate a classroom economy with jobs, money, budgeting, things to spend it on etc. • Budget and plan a trip to a Connecticut destination (www.ctvisit.com/) <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Timelines • Connecticut Scrapbooks • Rubrics • Student participation

