

## Social Studies

### Grade 4 Modules 1, 3 and 4

**Social Studies is blended into the EL Reading Program this document will identify the Module and Standards as well as the year-long progression of knowledge and skills.**

**The information follows Connecticut Social Studies Frameworks which are based on the national curriculum College, Career, and Civic Life Framework (C3)**

**The Grade 4 Social Studies progression builds students' capacity from collaborative civic participation to historical analysis and ultimately to informed civic action. Through aligned instruction in EL Reading modules, students develop the ability to use evidence, understand multiple perspectives, and apply their learning to real-world contexts as active responsible citizens.**

#### Canterbury Public Schools

<b>Subject</b>	Social Studies
<b>Grade Level</b>	4
<b>Module 1</b> <b>Module 3</b> <b>Module 4</b> <b>Titles and foci</b>	<p><u>Module 1 Foundations of civic thinking and evidence of use</u> Focus: building collaborative discussion skills Practicing civic behaviors Introducing claims and evidence</p> <p><u>Module 3 Understanding History, Systems, and Perspectives</u> Focus: rules, laws and civic systems Historical thinking ( cause and effect) Comparing past to present Analyzing multiple perspectives</p> <p><u>Module 4 Active citizenship and taking informed action</u> Focus: roles and responsibilities of citizens Civic action and problem solving Applying learning to real-world contexts Understanding perspective in decision making</p>
<b>Module Goals</b>	<p>Module 1: Apply civic virtues and democratic principles when working with others</p>

	<p>Develop claims and use evidence to support reasoning  Communicate conclusions clearly using evidence</p> <p>Module 3:  Examine the origins, purposes, and impact of rules and laws  Explain how groups of people make rules and laws to govern behavior  Explain how people can work together to influence and shape public policy  Compare the past to today  Use evidence to support claims  Use evidence to explain why and how things happened and the responses conducted by the populace  Explain the connections among historical events and developments  Use evidence to explain perspectives</p> <p>Module 4  Explain the role of citizens in a community  Explain how people can work together to influence public policy  Illustrate how people and groups can take action to address problems in their communities  Explain how people’s perspectives shaped the historical sources they created</p>
<p><b>Pacing (# of weeks)</b></p>	<p>Module 1 About 3 weeks  Module 3 About 3 weeks  Module 4 About 3 weeks</p>
<p><b>Standards</b></p>	<p>Module 1  D2. Civ. 7.3-5  D3.4.3-5  D4.3.3-5</p> <p>Module 3  D2.Civ.3.3-5 Examine the origins, purposes, and impact of rules and laws  D2.Civ.4.3-5 Explain how groups of people make rules and laws to govern behavior  D2. Civ.12.3-5 Explain how people can work together to influence and shape public policy  D2.His. 2.3-5 Compare life in specific historical time periods to life today  D2 His.4.3-5 Use evidence to explain why events happened and how people responded  D2.His.5.3-5 Explain connections among historical events and developments  D2.His.12.3-5 Use evidence to understand multiple perspectives about the past</p> <p>Module 4  D2.Civ.2.3-5 Explain the role of citizens in a community</p>

	<p>D2.12.3-5 Explain how people work together to influence public policy</p> <p>D2.Civ.14.3-5 Illustrate how people and groups can take action to address problems in their communities</p> <p>D2.His.10.3-5 Explain how people’s perspectives shaped the historical sources they created.</p>
<b>Content/Conceptual Knowledge (know)</b>	<p>Modules 1,3 and 4</p> <p>Civic preparedness</p> <p>How to make and support claims</p> <p>Uses sentence frames to support discussion and writing</p> <p>Reinforce group norms tied to civic virtues</p> <p>How to research and gather evidence</p>
<b>Skills (be able to do)</b>	<p>Module 1</p> <p>Apply civic virtues such as respect, responsibility, and fairness during collaborative discussions</p> <p>Participate in shared decision-making and follow agreed-upon norms in academic settings</p> <p>Develop claims based on content and text</p> <p>Support claims with relevant evidence from literary and informational sources</p> <p>Explain how evidence supports thinking</p> <p>Communicate ideas clearly through writing, speaking and presentations.</p> <p>Organize information logically and use appropriate details to support conclusions</p> <p>Module 3</p> <p>Explain why rules and laws are created and how they impact communities</p> <p>Describe how groups make decisions and establish rules for fairness and order</p> <p>Identify ways individuals and girls can influence decisions and bring about change</p> <p>Compare daily life in the past to life today using specific examples</p> <p>Analyze historical events using evidence from texts and sources</p> <p>Recognize and describe different perspectives in historical accounts</p> <p>Module 4</p> <p>Describe the roles and responsibilities of citizens in a community</p> <p>Explain how individuals and groups work together to solve problems</p> <p>Identify ways people can take actions to improve their communities</p> <p>Analyze how different perspectives influence historical accounts</p>
<b>Essential Questions</b>	<p>Module 1</p> <p>What does it mean to be a responsible member of a community?</p> <p>How do we use evidence to support our ideas?</p> <p>Why is it important to explain our thinking?</p> <p>How can we communicate our ideas so that others understand and respond?</p> <p>Module 3</p>

	<p>Why do communities create rules and laws?  How can people work together to create change?  How is life today similar to and different from life in the past?  Why is it important to consider multiple perspectives when studying history?</p> <p>Module 4  What does it mean to be an active citizen?  How can people work together to solve problems?  How do individuals make a difference in their communities?  How do perspectives shape the way history is told?</p>
<p><b>Enduring Understandings</b></p>	<p>Module 1  Civic participation requires respect, responsibility, and collaboration  Strong arguments are supported by clear and relevant evidence  Effective communication helps others understand ideas and perspectives  Evidence strengthens both written and spoken conclusions</p> <p>Module 3  Rules and laws are created to support fairness , safety, and order in communities  People can work together to influence change in their communities  Understanding the past helps us to make sense of the present  Historical events are connected and can be understood through multiple perspectives</p> <p>Module 4  Citizens plan an important role in shaping their communities  Collective action can lead to meaningful change  Perspectives influence how history is recorded and understood  Understanding viewpoints helps us to interpret events more accurately</p>
<p><b>Vocabulary</b></p>	<p>Module 1  Civic virtues, democratic principles, claim, evidence, reasoning, argument, conclusion, source, explain, communicate.</p> <p>Module 3  Law, rule, government, policy, community, influence, historical perspective, event, evidence, change</p> <p>Module 4  Citizen, responsibility, community, action, change, perspective, source, influence, problem-solving</p>
<p><b>Common Learning Experiences</b></p>	<p>Module 1  Structured collaborative discussions (Think-Pair-Share, protocols)</p>

	<p>Close reading of informational and historical texts  Text-based written responses (short essay)  Research projects using multiple sources  Group problem solving tasks connected to social or community issues.  Oral presentations and sharing of ideas  Performance tasks aligned to module topics</p> <p>Module 3  Analysis of historical texts and primary and secondary sources  Comparing past and present through reading and discussion  Structured debates or discussions on fairness and rules  Research projects on historical topics  Writing about historical events using evidence  Exploring multiple perspectives in narratives and informational texts</p> <p>Module 4  community -focused research projects  Reading texts about individuals who created change  Writing opinion or informational pieces about community issues  Group discussions about citizenship and responsibility  Analysis of historical narratives and perspectives  Presentations proposing solutions to real-world problems</p>
<b>Assessments</b>	<p>Modules 1,3 and 4  Written responses using text evidence  Opinion or informational writing pieces  Speaking and listening rubrics  Performance task presentations  Research-based writing with claims and evidence</p> <p>Research-based writing tasks  Discussion rubrics  Performance task explaining historical connections and perspectives  Short constructed responses using evidence</p> <p>Opinion and informational writing (claims and evidence)  Research projects on community or historical topics  Speaking and listening assessments  Performance tasks involving problem-solving or civic action  Written analysis of historical perspectives</p>
<b>Student/teacher Resources</b>	<p>Texts, anchor charts, vocabulary logs, rubrics for projects</p> <p>Timelines and visuals to support understanding of historical change  Modeling how to compare and contrast past and present using evidence  Model for responses</p>

	<p>Rubrics Graphic organizers for analysis of cause and effect in history</p> <p>Connections to real-world community issues Opportunities for student voice and choice Models of writing</p>
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