Unit 4a-State and Local Government

Content Area: **Social Studies**
Course(s): **Social Studies 4**
Time Period: **Marking Period 4**
Length: **Marking Period 4**
Status: **Published**

Essential Questions

- How are NJ laws made?
- What are the responsibilities of the local, state, and federal government?

Big Ideas

- There are different branches within the United States government, with its own structure, leaders, and processes, and each designed to address specific issues and concerns.

Social Justice

See Appendix C

Book 1: Sticks and Stones by Patricia Polacco (Diversity Week)

Book 2: Benji, the Bad Day, and Me by Sally J. Pla (Autism Awareness)

CSDT Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Activity:

Discuss state government and go through the process of how bills become laws. Use materials from the NJ State House. Also, visit the NJ State Legislature website and read some bills that are in committee. Discuss some possible ideas they would have for bills in our town or state. Brainstorm a list and then have students decide which bill they'd like to write up to propose to the class. Have students type their bills in Google Classroom. Once bills are written, the kids in the class will act as the State Senate and the General Assembly to try and pass the bills.

Enduring Understandings

6.1 U.S. History: America in the World by the End of Grade 5

Civics, Government, and Human Rights: Civics and Political Institutions

C [M]: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPI.2 [M]: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

6.1.5.CivicsPI.3 [M]: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

Civics, Government, and Human Rights: Processes and Rules

6.1.5.CivicsPR.3 [M]: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

6.1.5.CivicsPR.4 [M]: Explain how policies are developed to address public problems.

Civics, Government, and Human Rights: Participation and Deliberation

6.1.5.CivicsPD.2 [M]: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

6.1.5.CivicsPD.4 [M]: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.

Civics, Government, and Human Rights: Civic Mindedness

6.1.5.CivicsCM.6 [M]: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation

Focus Areas

- Describe how a bill becomes a law
- Identify NJ state symbols and major cities
- Name and describe major government documents
- Compare and contrast the roles and responsibilities of local, state, and national government

Activities and Assessments

Student created bills and laws

Test/quizzes

NJ State house activity book

Document Based Activity

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

DBQ Activity

What is a port?

What do all major ports have in common?

Why is New Jersey a good location for Port Newark/Elizabeth?

Name a city or country that has a direct route to the Port of New York/New Jersey.

What is the difference between an import and an export?

Name two of the biggest import items that come in through the Port of Newark.

How might opals mined in Australia arrive in North America?

For the complete DBQ Plan, please refer to MP4 Chapter 7 DBQ PDF.