



# CIVICS CLASSROOM CURRICULUM

CITIZENS CLEAN ELECTIONS COMMISSION ★ YOUTH VOTER EDUCATION AND OUTREACH

**4<sup>th</sup> - 6<sup>th</sup>**  
**GRADE LEVELS**

**LESSON 4**  
**YOUR STATE GOVERNMENT  
AND YOU**



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# Civics Classroom Curriculum

## Your State Government and You

 AZCleanElections.gov



TOPICS 	GRADE LEVEL
Government branches	4 <sup>th</sup> - 6 <sup>th</sup>

### INTRODUCTION

The Citizens Clean Elections Commission (CCEC), in partnership with expert curriculum writers, presents the Civics Classroom Curriculum lesson series, which covers a variety of relevant topics including democracy, elections, government, and the political party system. This is a part of CCEC's youth voter education and outreach initiative.

These lessons in Civic Education aim to promote an understanding and appreciation of the rights and responsibilities of citizens in a democracy, encourage participation and civil dialogue, and develop civics skills such as critical thinking, researching, and determining fact versus fiction or opinion.

Research shows that lifelong voters cast their first votes early in life. The lesson plans adhere to Arizona's classroom teaching standards and are applicable within more than one subject. The respective subjects are listed in the Integrated State Standards section of this module. The lesson plans were designed with teachers in mind and with utmost admiration for their important work.



# LESSON PLAN:

## YOUR STATE GOVERNMENT AND YOU



### OVERVIEW

The following activities are designed for students in grades 4 through 6. It will be necessary for you to tailor your actual lesson to your grade level and student readiness. For instance, you may want to reduce the number of questions students are required to answer (for lower grades); simplify the questions (based on ability level) or expand on them (enrichment); do the activities in groups or individually; have students explore (inquiry method) or lead them through the entire lesson (direct instruction); determine how they will present their findings, e.g., discussions, a poster, a presentation using technology, a worksheet, etc.; or assign part of the lesson as homework.

We would also recommend that your students do this lesson in groups, including the research, the multimedia creation and the presentation. They could even “present” digitally by recording it using a screencast program or just narrating PowerPoint slides. If they do this, then it opens the possibility that they could post their learning artifacts in a digital space (such as Edmodo, Google Classroom, Canvas, etc.) and give each other feedback (which is another set of technology skills).

### I. Materials needed

Access to the internet and a laptop or cellphone. Prepare a worksheet with questions (in the lesson below) for students to answer in preparation for a presentation. Teacher and students will reference the Citizens Clean Elections Commission website ([azcleelections.gov](http://azcleelections.gov)).

### II. Lesson Aim/Objective(s)

Students will learn to access and browse a website to find important information. They will learn about the roles and responsibilities of state government officials. They will find a current event that supports their learning and relates to their lives and families or community.



### III. Do Now/Warm Up

Having completed the lesson on the three branches of the federal government, ask students what the other levels of government are. If necessary, lead them to the answers by providing examples of the services that are provided for citizens (their families) at each level, e.g., federal (national defense, Post Office; Social Security, national parks, highways and bridges, etc.); state (universities and schools, welfare delivery, state highways, etc.); and county/local (local libraries, street lights, busses, garbage collection, water, electricity, police and fire, etc.). Ask which level seems to have more of an impact on their daily lives. Say, Now let's look at the people we elect to run our state government. Can anyone name one?

### IV. Instruction

Today's lesson will be to "jigsaw" the roles and responsibilities of the elected state officers. Organize the students into nine groups. Assign one governing office to each of the nine groups (perhaps let the groups choose so they will be more invested):

Governor, Secretary of State, Superintendent of Public Instruction, Mine Inspector, Treasurer, Corporation Commissioner, Attorney General, State Senators and Representatives, and Justices and Judges.

Tell the groups that they will research their respective elected state office, list their duties and responsibilities, and create a presentation to share their findings with their fellow students so everyone learns about all of the offices. Direct them to the Citizens Clean Elections Commission website ([azcleanelections.gov](http://azcleanelections.gov))>How Government Works>Under Office Level>Select State to find the information they need.

Provide the accompanying worksheet provided as an attachment with this lesson.

### V. Assessment

Search the Internet. Provide some historical or current event examples of what your elected official does. Write your opinion of the event or issue.

Research a current issue that involves an elected Arizona state officer that interests you. Write a letter to that person expressing your interest on the subject.

Go to the Citizens Clean Elections Commission website ([azcleanelections.gov](http://azcleanelections.gov)). Choose the Voting tab. Under Voting Informed, choose Find My Elected Officials. Enter your street address. Take a look at your elected representatives. Choose View Info for 3 or 4 of them. Write a paragraph: Whose biography are you most impressed with and why?

**Consider/discuss:** What makes the Citizens Clean Elections Commission website one you can trust? Why are some websites a less valid source of information?



# WORKSHEET

- A. Go to the Citizens Clean Elections Commission website:  
[AZCleanElections.gov](http://AZCleanElections.gov)
- B. Click on the How Government Works tab
- C. Look at the State Offices. Students will answer the following questions and prepare a presentation to the class on their findings
- D. Answer the following questions for your presentation:
  - 1. What are the roles and responsibilities of your elected official? What powers do they have?
  - 2. What is the length of their term?
  - 3. Be sure to define any words that your audience might not understand, e.g., reprieves
- E. Prepare and present a brief summary of your findings for your classmates



## INTEGRATED STATE STANDARDS

Choose from the following standards for your lesson

### GRADE 4

**4.C1.1** Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies and/or communities.

**4.SP3.4** Use information about a source including the author, date, place of origin, intended audience and purpose to evaluate the extent to which the source is useful for studying a topic.

**4.SP3.6** Present summaries of arguments and explanations using print, oral and digital technologies.

**4.RI.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**4.RI.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**4.RI.3** 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.

**4.RI.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**4.RI.7** Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

**4.RI.10** By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4

**4.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

**4.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

**4.W.6** 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 complete a writing task.

**4.W.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**4.W.9** Draw evidence from literary or informational texts to support analysis, reflection and research. Apply grade 4 Reading Standards to informational texts.

**4.W.10** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

## GRADE 5

**5.SP3.4** Infer the intended audience and purpose of a source from information within the source itself.

**5.SP3.5** Use information about a historical source including the author, date, place of origin, intended audience and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

**5.SP3.7** Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data

**5.C2.1** Explain how a democracy relies on people's responsible participation. Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements and serving in the military.

**5.C4.2** Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

**5.RI.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**5.RI.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**5.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.



**5.RI.10** By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

**5.RF.4** Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.

**5.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement.

**5.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

**5.W.6** 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 in order to complete a writing task.

**5.W.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.

**5.W.9** Draw evidence from literary or informational texts to support analysis, reflection and research. Apply grade 5 Reading Standards to informational texts.

**5.W.10** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

**5.SL.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

**5.SL.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**5.SL.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.



## GRADE 6

**6.SP3.4** Use information about a historical source including the author, date, place of origin, intended audience and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

**6.SP3.7** Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

**6.C2.1** Analyze the beliefs, experiences, perspectives and values that underlie points of view regarding civic issues in the time period and regions studied.

**6.C4.1** Explain challenges and opportunities people and groups face when solving local, regional and/or global problems.

**6.C4.2** Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community and government. Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation and consensus building.

**6.RI.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**6.RI.10** By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

**6.W.1** Write arguments to support claims with clear reasons and relevant evidence.

**6.W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

**6.W.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

**6.W.6** Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.

**6.W.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**6.W.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**6.W.9** Draw evidence from literary or informational texts to support analysis, reflection and research. Apply grade 6 Reading Standards to informational text and nonfiction.

**6.W.10** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

## TECHNOLOGY

### Grade 4

**PO 1.** Analyze information using digital creativity tools to create original works and express ideas.

**PO 1.** Communicate digitally with others by selecting and using a variety of appropriate communication tools.

**PO 1.** Contribute to a cooperative learning project and demonstrate effective group behaviors while using digital collaborative resources.

**PO 3.** Differentiate between fact and opinion, bias and inaccurate information.

### Grade 5

**PO 1.** Analyze information using digital creativity tools to create original works and express ideas.

**PO 1.** Communicate digitally with others by selecting and using a variety of appropriate communication tools.

**PO 1.** Contribute to a cooperative learning project and demonstrate effective group behaviors while using digital collaborative resources.

**PO 3.** Evaluate between fact and opinion, bias, inaccurate and misleading information by consulting more than one source.

### Grade 6

**PO 1.** Analyze information using digital creativity tools to create original works and express ideas.

**PO 1.** Communicate digitally with others by selecting and using a variety of appropriate communication tools.

**PO 1.** Communicate and collaborate for the purpose of producing original works or solving problems.

**PO 3.** Evaluate information and media through determining facts, opinion, bias and inaccuracies by consulting multiple sources.