# Ongoing: America's Government

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Full Year**
Length: **Ongoing**
Status: **Published**

## Unit Overview

In the America's Government unit, students will learn about the three levels of government, government leaders and services. Students will understand that citizens of the United States have rights and responsibilities towards their nation and each other.

## Standards

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| SOC.6.1.4.A.1 | Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. |
| SOC.6.1.4.A.2 | Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. |
| SOC.6.1.4.A.3 | Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government. |
| SOC.6.1.4.A.4 | Explain how the United States government is organized and how the United States Constitution defines and checks the power of government. |
| SOC.6.1.4.A.5 | Distinguish the roles and responsibilities of the three branches of the national government. |
| SOC.6.1.4.A.6 | Explain how national and state governments share power in the federal system of government. |
| SOC.6.1.4.A.7 | 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. |
| SOC.6.1.4.A.8 | Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level. |
| SOC.6.1.4.A.11 | Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. |
| SOC.6.1.4.A.12 | Explain the process of creating change at the local, state, or national level. |
| SOC.6.1.4.A.14 | Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. |
| SOC.6.1.4.A.15 | Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. |
| SOC.6.1.4.B.1 | Compare and contrast information that can be found on different types of maps and determine how the information may be useful. |
| SOC.6.1.4.B.2 | Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to |

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| | cultural diffusion and economic interdependence. |
| SOC.6.1.4.B.4 | Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. |
| SOC.6.1.4.B.5 | Describe how human interaction impacts the environment in New Jersey and the United States. |
| SOC.6.1.4.B.6 | Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism. |
| SOC.6.1.4.C.1 | Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities. |
| SOC.6.3.4.A.1 | Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling). |

## Essential Questions

- 1. How do government leaders affect the lives of the citizens of a country?

## Application of Knowledge and Skills...

## Students will know that...

- 1. The three levels of government, the Constitution and the government services that are provided.
- 2. Citizen rights and responsibilities.
- 3. What a law is and what happens when you do not obey a law.
- 4. The leaders of the three levels of government.
- 5. How people vote in an election.
- 6. The role of the United States in our world.

## Students will be able to...

- a. Define the vocabulary terms of government, citizen, election, Constitution, tax, law.
- b. Identify the three levels of government: national,state and local.
- c. Explain the rights/responsibilities of United States citizens.
- d. Explain why laws are important.
- e. Explain how and why people vote.

## Assessments

- Diagnostic: Brainstorm - Students will brainstorm what they already know about the government.

- Diagnostic: Vocabulary Words - Students will learn the vocabulary words for the unit by utilizing the "guess the letter" activity.
- Formative: Dramatization - Students will write and act out ways to solve problems in a positive and constructive manner.
- Summative: Classification - Students will classify the responsibilities of three types of government: national, state and local levels.
- Summative: Group Poster - Students will work with group members to make a rule poster for home and or school.
- Summative: Personal Project - Students will create a flip book of national holidays.
- Summative: Written Report - Students will research, write and share the accomplishments of one of our nation's presidents.
- Summative: Written Test - Students will take a unit assessment to show understanding material taught.

## Activities

- 1. Students will do a word splash activity with the word: government
- 2. Students will use a "guess the letter" activity to learn vocabulary words
- 3. Students will act out government service jobs to learn the ways that government help their citizens
- 4. Compare/contrast three levels of government
- 5. Classify rights and responsibilities of citizens
- 6. Utilize reader's theater selection to act out solving problems in a democracy
- 7. Brainstorm laws that students know and why those laws help keep people safe
- 8. Students will research and write a president report

## Activities to Differentiate Instruction

**Differentiation for students with diverse needs (including special education, ELL, and gifted):**

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

- Timelines for assignments
- Think-alouds, self-talk
- Journal entries
- rubrics and checklists
- peer reviews and coaching

- **General modifications based on classroom organization may include:**

- Cooperative learning groups
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
- Prompt-cue
- Gesture-signal
- Variety of workspace arrangements
- Organizational tools – labeled bins or cabinets for materials
- Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

- Extended time
- Practice exercises
- Use of preferred response mode

**Content specific modifications for students with special needs may include:**

- Modifications & accommodations as listed in the student's IEP
- Provide vocabulary cards/pictures as needed
- Utilize a Venn diagram to compare/contrast local/state government
- Pantomime actions of service wokers such as firefighters and police officers
- Make a fire safety poster
- Make a word map for solving problems
- Provide graphic organizer flow chart
- Draw a picture for each law discussed

**Content specific modifications for ELL's may include:**

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: government, citizen, election, Constitution, tax, law.
- Provide vocabulary cards/pictures as needed
- Utilize a Venn diagram to compare/contrast local/state government
- Pantomime actions of service wokers such as firefighters and police officers
- Draw a picture for each law discussed

**Content specific modifications to extend learning for gifted students may include:**

## Integrated/Cross-Disciplinary Instruction

- Utilize balanced literacy read aloud techniques during Big Book read alouds

## Resources

- Houghton Mifflin Social Studies Neighborhoods Grade 2 Unit 6: America's Government (pgs. 278-328)
- Houghton Mifflin's accompanying Big Books
- Scholastic News
- Discovery Education
- BrainPop Jr.
- Houghton Mifflin student workbook
- Selection Readers: Welcome to the White House, What does the governor do?
- Video: America Rocks
- www.eduplace.com/ss
- www.eduplace.com/kids/hmss05
- Selected books on presidents/leaders: Martin's Big Words, Vote, The Buck Stops Here, We the Kids, America Is...

## 21st Century Skills

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| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |