Ongoing: Our Government

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

Unit Overview

In the unit,"Our Government," the students will explore the concept of rights and responsibilities as a citizen. They will learn about how citizens are vital to a community and how they can improve communities by working for the common good. They will be introduced to the United States Constitution as the document that helps protect our rights. At the local level, they will discover how citizens participate in local government and what the local government does. They will identify the three branches of state government, the responsibilities of each branch, and how the branches of state government make and enforce state laws. They will describe ways that states work with the national government. In addition, the students will study the roles of the three branches of national government and identify important symbols and monuments of the United States. Finally they will learn about ways in which the United States works with other nations around the world.

Standards

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.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
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.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.3.4.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 rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good?
- 2. How is the United States government organized and how does the United States Constitution define and limit the power of government?
- 3. How does the United States function as a representative democracy and how do elected representatives interact with citizens at local, state, and national levels?
- 4. How does the United States work with other nations around the world?

Application of Knowledge and Skills...

Students will know that...

- 1. Students will know how community citizens can help to improve their community.
- 10. Students will know how the branches of state government make and enforce state laws.
- 11. Students will know ways that states work with the national government.
- 12. Students will know the roles of the three branches of national government.
- 13. Students will know the important symbols and monuments of the United States.
- 14. Students will know how to interpret information given on an inset map.
- 15. Students will know the role of ambassadors.
- 16. Students will know how the United Nations helps nations work together.
- 17. Students will know how black South Africa gained equal rights.
- 2. Students will know ways to promote the common good in a community.
- 3. Students will know how to apply the process of conflict resolution.
- 4. Students will know some rights and responsibilities of citizenship.
- 5. Students will know about the United States Constitution and that it helps to protect our rights.
- 6. Students will know how people choose their government leaders.
- 7. Students will know the services provided by local government and explain how they are paid for.
- 8. Students will know the different kinds of local government.
- 9. Students will know the three branches of state government and the responsibilities of each branch.

Students will be skilled at...

- A. explain how community citizens can help to improve their community; provide examples of how people have accomplished this and promoted the common good
- B. explain and apply the process of conflict resolution; create a problem and role play with a partner how you might resolve the conflict
- C. name some rights of citizenship and explain why you think citizens should exercise these rights such as the right to vote
- D. identify the United States Constitution as a document that helps protect our rights
- E. name some responsibilities of citizenship
- F. describe how people choose their government leaders in a brief essay
- G. identify services provided by local government and explain how they are paid for in a well written paragraph
- H. identify different kinds of local governments
- I. identify the three branches of state government and the responsibilities of each branch
- K. describe ways that states work with the national government; give at least three examples
- L. describe the roles of the three branches of national government
- M. identify important symbols and monuments of the United States
- N. interpret information given on an inset map
- O. explain the role of ambassadors
- P. explain how the United Nations helps nations work together
- Q. summarize how black South Africa gained equal rights

Assessments

- Diagnostic: Splash Activity: students use vocabulary splash sheet to generate ideas about upcoming unit of study
- Formative: "Local Government," Lesson 1 Test
- Formative: "National Government," Lesson 3 Test
- Formative: "Nations Work Together," Lesson 4 Test
- Formative: "Rights and Responsibilities" Lesson 2 Test
- Formative: "State Government," Lesson 2
- Formative: Citizens Make a Difference, Lesson 1 Test
- Summative: Grade 3 Benchmark Test, Our Government
- Summative: Review and Test Prep Chapter 7 Test
- Summative: Review and Test Prep Chapter 8 Test

Activities

"Citizens Make a Difference," reading selection

- "Citizens Make a Difference," Lesson Review
- Vocabulary and Study Guide
- "Save Soccer," Extend Lesson
- Skillbuilder, "Resolve Conflict"
- Skillbuilder: Resolve Conflict worksheet
- *Lesson 1 Test

"Rights and Responsibilities," reading selection

- "Rights and Responsibilities," Lesson Review
- Vocabulary and Study Guide
- "Class President," Extend Lesson
- *Lesson 2 Test

*Review and Test Prep

*Chapter 7 Test

"Local Government," reading selection

- "Local Government," Lesson Review
- Vocabulary and Study Guide
- "How to Vote," Extend Lesson
- *Lesson 1 Test

"State Government," reading selection

- "State Government," Lesson Review
- Vocabulary and Study Guide
- "State Capitals," Extend Lesson 2
- Lesson 2 Test

"National Government," reading selection

- "National Government," Lesson Review
- Vocabulary and Study Guide
- "Red, White, and Blue," Extend Lesson 3
- Skillbuilder:"Use an Inset Map"
- Skillbuilder:"Use an Inset Map" worksheet
- *Lesson 3 Test

"Nations Work Together," reading selection

- "Nations Work Together," Lesson Review
- Vocabulary and Study Guide
- "Nelson Mandela," Extend Lesson 4
- *Lesson 4 Test

*Review and Test Prep

*Chapter 8 Test

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/lists
- Study Guides for assessments
- Preprinted worksheets
- Visual Aids for Instruction
- Assigned partners/groups
- Instruction for using additional resources
- Read tests aloud
- Community Handbook: Explore your local government

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:rights, government, citizen, local, state, federal
- Provide vocabulary cards/lists
- Preprinted worksheets
- Visual Aids for Instruction
- Assigned partners/groups

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

- Resource supplements (ie books from library) available for further research
- Computer websites for further research

Integrated/Cross-Disciplinary Instruction

Language Arts Literacy:

- Thomas Jefferson
- The Ladybug and the Legislature
- How We Vote
- Utilize non-fiction skills taught during Reader's Workshop to assist in understanding the textbook reading passages.

Resources

- Almanac Map and Graph Practice
- Digital Readworks
- Google Classroom
- Houghton Mifflin Social Studies, Houghton Mifflin Company, 2005
- Performance Assessment
- Readworks
- Skill Transparencies
- Test Generator
- Video: Washington D.C.
- Weekly Reader, Current Events www.eduplace.com/kids/hmss
- www.discoveryeducation.com
- www.ekuplace.com/kids

21st Century Skills

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.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.