

Unit 3 Government

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies, Grade 2

Unit 3 Government

Belleville Board of Education

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Unit Overview

Chapter 3

- **In this chapter, children will learn:**
 - how rules and laws help society
 - the three branches of the United States Government
 - the different types of government in the world
 - how governments cooperate to solve problems
 - about the U.S. Constitution and the Bill of Rights
- **Chapter Vocabulary:** right, law, court, government, constitution, Congress, vote, represent, tax, Supreme Court, independence, colony, freedom, trade, peace
- **Academic Vocabulary:** conflict, document, interpret, consequence

Connect

- Big Question Video (How does government work?)
- Chapter Jumpstart Activity
- Quest (Help a School Leader)/ Findings (Write a Skit)

Investigate

- Lesson 1 Citizens Follow Rules and Laws
- Lesson 2 Our Government
- Lesson 3 Governments Around the World
- Lesson 4 Governments Work Together

Literacy Skills: Cause and Effect

Critical Thinking Skills: Solve a Problem

Primary Source: Photograph: Panama Canal Treaty Signing

Citizenship: Eleanor Roosevelt: Supporter of Human Rights

Synthesize

- Lesson Check and Review for each lesson
- Chapter Assessment

Demonstrate

- Lesson Quiz for each lesson
- Chapter Vocabulary Games

Enduring Understanding

- Rules and laws help people and society.
- People's rights come with responsibilities.
- The United States has three branches of government that make and review laws.
- There are many different types of government in the world.
- The U.S. Constitution and the Bill of Rights are the foundation of American civil society.
- Governments cooperate in different ways to solve problems.

Essential Questions

- **How does government work?**
- Why must there be consequences for a person who does not follow the law in a country?
- What is a government?
- What document does the Supreme Court study to decide if a law is fair?
- Why do countries need a government?
- How does the government work?
- Why do you think the United States has a diplomat - someone who uses diplomacy - in nearly every country on Earth?
- What is a treaty? What are some reasons nations might sign treaties?
- What are two reasons that the United States might send its military to fight in another country?
- How might a treaty be used to end a conflict?
- Who was Eleanor Roosevelt?

Exit Skills

- By the end of Social Studies in 2nd Grade, students will be able to:
 - Use primary and secondary sources.
 - Explain how life changes throughout history.
 - Use maps and globes to locate places and geographic features
 - Describe how a government work and explain the need for government.
 - Recognize the difference between producers and consumers.
 - Identify how people obtain what they need and want.
 - Recognize the characteristics of a hero.
 - Name different heroes throughout history.
 - Define culture and describe the ways culture is shared within communities.

New Jersey Student Learning Standards (NJSLS-S)

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.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.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.A.CS1	Rules and laws are developed to protect people’s rights and the security and welfare of society.
SOC.6.1.4.A.CS2	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
SOC.6.1.4.A.CS10	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
SOC.6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.

Interdisciplinary Connections

LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Learning Objectives

After completing Unit 3, students will demonstrate the ability to:

Lesson 1: Citizens Follow Rules and Laws

- Assess the importance of rules
- Identify some of the rights we have and explain why we need them
- Conclude the consequences in relation to laws and how courts are used to determine if a law has been broken

Lesson 2: Our Government

- Determine how the Constitution has set up the U.S. government
- Explain the roles and responsibilities of the president and Congress in the federal government
- Determine the characteristics of the Supreme Court and its role in our government and civil life

Lesson 3: Governments Around the World

- Compare and contrast different forms of government, such as democracies, monarchies, and autocracies
- Summarize the creation and content of the U.S. Constitution and the Bill of Rights
- Describe America's colonial history and how the colonists fought for their freedom from British rule
- Assess the ways governments go help their citizens

Lesson 4: Governments Work Together

- Justify how trade and cultural exchanges help governments cooperate
- Summarize the history, purpose, and function of the United Nations
- Distinguish between the role of diplomacy and treaties in between nations
- Identify the reasons military force is sometimes used in international conflict

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform

	Compute Convert Discuss Estimate Extrapolate Generalize Predict	Interpolate Manipulate Modify Operate Subtract			
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Suggested Activities & Best Practices

- Map and Graph Skills
- Literacy and Critical Skills
- Citizenship lesson for each chapter/ biographies online
- Primary Source Skill
- Video - Big Question Video
- Jumpstart Activity
- Audio- Sing About It!
- Big Question Activity
- Quest Interactivities
- Lesson Interactivities - Introduction and Review
- Vocabulary Practice Game
- Tikatok
- Active Classroom - activities that encourage active student participation and are included within each lesson in the chapter

Evidence of Student Learning - Checking for Understanding (CFU)

- Admit Tickets
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Unit tests

Primary Resources & Materials

- myWorld Interactive consumable worktext
- myWorld Interactive teacher manual
- myWorld Interactive activity mats

Ancillary Resources

- myWorld Interactive digital activities
- myWorld Interactive Map and Graph Skills Handbook
- TikaTok
- www.discoveryeducation.com digital field trips
- www.ducksters.com/history

Technology Infusion

- myWorld Interactive online resources/digital activities
 - Quest Interactives
 - student eText with audio and vocabulary glossary support
 - whiteboard activities/games
 - Chapter Jumpstart Activity
 - Big Question Videos
 - Audio - Sing About It!
 - Digital skill practice
 - Online Biographies
- www.discoveryeducation.com digital field trips
- www.ducksters.com/history



Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson
