# Unit 3: Government

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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Second Grade Social Studies

# Unit 3: Government

**Belleville Board of Education**

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## Unit Overview

Chapter 3 focuses on the government. Students will learn how rules and laws help society. Students will learn about the three branches of government different types of government in the world, and how governments cooperate to solve problems. Students will learn about the U.S. Constitution and the Bill of Rights.

(Reference myWorld Interactive, Chapter 3)

## Enduring Understandings

- 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

**Lesson 1: Citizens Follow Rules and Laws**

- Why are rules and laws important to follow at home and in school?
- How are rules and rights different?

- Why should people follow laws?

**Lesson 2: Our Government**

- How does the government work?
- How are the jobs different for each branch of the government?
- Why does Congress make laws?

**Lesson 3: Governments Around the World**

- Why do countries need government?
- Why is the Declaration of Independence important?
- Why does the Constitution include the Bill of Rights?

**Lesson 4: Governments Work Together**

- How do governments work together to solve problems?
- Why was the United Nations created?
- How do leaders use diplomacy to solve problems?

## Exit Skills

**By the end of Chapter 3, students will be able to:**

- Acquire and accurately use domain specific words.
- Sequence the steps of making laws in the United States.
- Write why it is important to follow rules at home and at school.
- Critically think about ways countries work together to solve problems.
- Identify cause and effect relationships in the government.
- Determine why the Constitution was created.
- Learn the importance of America's government.

## New Jersey Student Learning Standards (NJSLS)

| | |
|---|---|
| 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.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.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. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.RI.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| LA.RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| 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.RI.2.4 | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| LA.RI.2.7 | Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| LA.RI.2.10 | Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. |
| LA.W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. |
| 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. |
| TECH.8.1.2 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.2.2 | Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |

## Learning Objectives

**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 setup the U.S. government.
- Differentiate between the roles and responsibilities of each branch in the 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 around the world such as, democracies, monarchies, and autocracies.
- Summarize the creation and content of the U.S. Constitution, Bill of Rights, Bill of Rights, and Declaration of Independence.
- Assess the ways governments help their citizens.

**Lesson 4: Governments Work Together**

- Justify how trade and cultural exchanges help government 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 internal conflict.

## Suggested Activities & Best Practices

**Chapter 3- Government**

- Rap About It
- Quest Project-Based Learning
- Jumpstart Activity

**Lesson 1: Citizens Follow Rules and Laws**

- Jumpstart Activity
- Interactivity
- Quest Connection
- Literacy Skills

**Lesson 2: Our Government**

- Jumpstart Activity
- Interactivity
- Quest Connection

**Lesson 3: Governments Around the World**

- Jumpstart Activity
- Interactivity
- Critical Thinking Skills

**Lesson 4: Governments Work Together**

- Jumpstart Activity
- Interactivity
- Primary Source
- Citizenship

## Assessment Evidence - Checking for Understanding (CFU)

**The following techniques will be implemented to check for understanding:**

- Quizzes
- Unit tests
- Multimedia Reports

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast

- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

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

## Ancillary Resources

- Nonfiction books (government)
- National Geographics Kids (Independence Day)
- Brainpop Educators (Branches of Government)

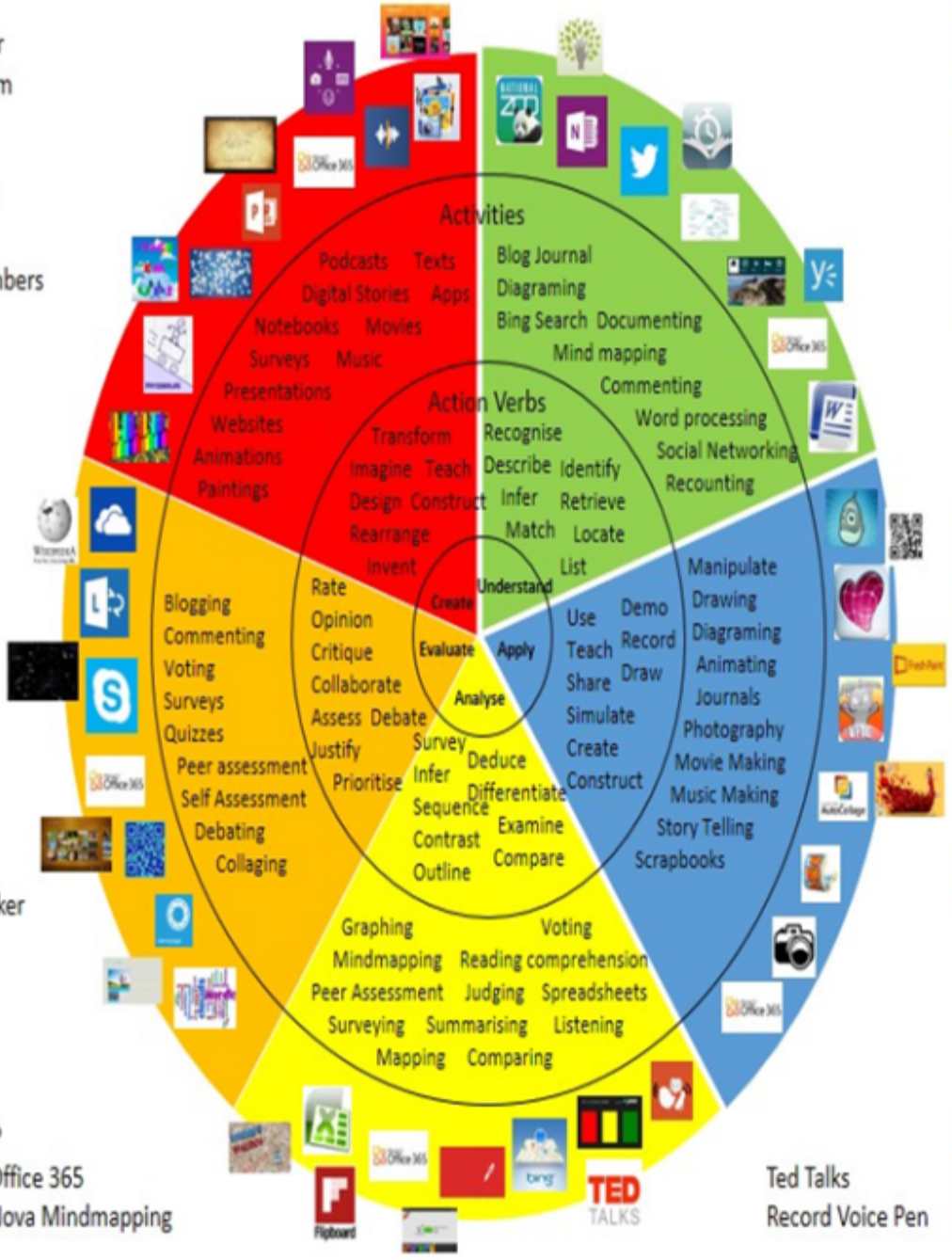
## Technology Infusion

- BrainPopJr. (Rights and Responsibilities)
- IXL (Government)
- Webquest (Branches of Government)

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

**21st Century Skills & Technology:**

- English Language Arts
- Technology
- Mathematics
- Visual and Performing Arts

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness

## Differentiation

**The following differentiation strategies will be utilized:**

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.

**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

## Special Education Learning (IEP's & 504's)

**The following strategies will be employed for students with IEP's and 504's:**

- Provide modifications as dictated in the student's IEP/504 plan.
- Check work frequently for understanding.
- Extended time on tests/quizzes

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

**The following strategies will be employed for English Language Learners:**

- Decreasing the amount of work presented or required.
- 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.

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

## At Risk

**The following strategies will be employed for At Risk Learners:**

- Decreasing the amount of work presented or required.
- Teaching key aspects of a topic. Eliminate nonessential information.
- Tutoring by peers.

- 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 workpresented 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

## Talented and Gifted Learning (T&G)

**The following Talented and Gifted adaptations will be employed:**

- Higher order, critical & creative thinking skills, and discovery.
- Flexible skill grouping within a class or across grade level for rigor.
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text

- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: