

Unit 4: Government, Landmarks, and Symbols

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Belleville Public Schools

Curriculum Guide

Social Studies - Grade 3

Unit 4: Government, Landmarks, and Symbols

Belleville Board of Education

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Unit Overview

In Unit 4, students will learn about the United States Constitution and how it provides the plan for the United States government. Students will also learn that the three branches of government were established to limit each branch's power and to protect the rights of citizens. They will learn how local, state, and national governments make and enforce laws and provide services to meet the needs of citizens. Lastly, students will learn how national symbols, landmarks, songs, and documents help unite citizens to uphold ideals.

Enduring Understanding

- The United States Constitution provides the plan for the United States government.
- The three branches of government were established to limit each branch's power and to protect the rights of citizens.
- Local, state, and national governments make and enforce laws and provide services to meet the needs of citizens.
- National symbols, landmarks, songs, and documents help unite citizens and uphold ideals.

Essential Questions

- Why do we have government?
- How is the federal government organized?
- Why do we have three branches of government?
- Why should people follow laws?
- Why do you think we have so many different courts to decide questions of law?
- What problems does the judicial branch try to solve?
- Why do we have a government in which citizens can participate?
- What jobs can people do in government?
- What does each branch of government do?
- Do you think it was a good idea for the Constitution to divide the government into three branches?
- Why does the United States have three levels of government and what does each level do?
- What are some of the documents, symbols, and landmarks that bring us together?

Exit Skills

By the end of Grade 3, Social Studies Unit 4, the student should be able to:

- Use prior knowledge to gain understanding.
- Make meaningful connections to personal experience.
- Explain the need for government.
- Evaluate the purpose and the importance of the U.S. Constitution.
- Differentiate among the three branches of federal government.
- Identify key functions of and officials within the federal government.
- Describe how other levels of government work with the federal government.
- Identify the responsibilities of the executive, legislative, and judicial branches of government.
- Describe the roles of key leaders in each branch of government and how they make decisions.
- Understand that the United States has three levels of government: local, state, and national.
- Identify the responsibilities of local, state, and national government.
- Identify key leaders in each level of government and understand that they make decisions based on the well-being of the people who voted for them.
- Connect the meaning of holidays, landmarks, and symbols to history and culture.
- Assess the value of holidays, landmarks, and symbols to civic pride.
- Explain the legacy of ideas contained in the Declaration of Independence and the U.S. Constitution.

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.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.CS2	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
SOC.6.1.4.A.CS3	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
SOC.6.1.4.A.CS4	There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.

Interdisciplinary Connections

LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Learning Objectives

- Evaluate the concepts learned in this unit to create a report about a local government job.
- Analyze the compelling question, "Why do we need government workers?"
- Identify prior knowledge to gain understanding.
- Formulate meaningful connections to personal experience.
- Justify the need for government.
- Justify the purpose and the importance of the U.S. Constitution.
- Differentiate among the three branches of federal government.
- Research key functions of and officials within the federal government.
- Identify how other levels of government work with the federal government.
- Identify the responsibilities of the executive, legislative, and judicial branches of government.
- Evaluate the roles of key leaders in each branch of government and how they make decisions.
- Identify that the United States has three levels of government: local, state, and national.
- Identify the responsibilities of local, state, and national government.
- Identify key leaders in each level of government and understand that they make decisions based on the well-being of the people who voted for them.
- Connect the meaning of holidays, landmarks, and symbols to history and culture.
- Assess the value of holidays, landmarks, and symbols to civic pride.
- Research the legacy of ideas contained in the Declaration of Independence and the U.S. Constitution.

Suggested Activities & Best Practices

- **Chapter 4: Lesson 1**
- Introduce the vocabulary by having the students listen to a rap titled, "Our Constitution: The Government Plan."
- Create a collage: Assign students to investigate ways that citizens, including young people like themselves, can take part in the federal government. Have them make collages, using art supplies and media, to show their findings.
- **Chapter 4: Lesson 2**
- Write the name of government leaders (president, senator, representative) on chart paper, and put a different chart in different parts of the room. Have students write on each chart what they think this person should do. When everyone has finished, have students discuss their ideas. Record their responses in a list or a web. Have students think about how the role of each official is different from the others.

- **Chapter 4: Lesson 3**

- To get students started, brainstorm with them some examples of things government does, such as providing an education to children, protecting citizens, and enforcing laws. Then have students think of their own examples and act them out while other students guess what is being represented. You may want to write each example on the board when revealed.

- **Chapter 4: Lesson 4**

- You can be a member of many groups, including a classroom, a team, a family, or a country. Describe some of the groups you belong to.

- **myWorld Activity Guide-Chapter 4:**

- Engage in a collaborative discussion in order to create a class constitution: Students will present and vote on rules to create a class constitution.
- Class Constitution: Activity 1: "Right or Responsibility?" Students will create a comic strip that demonstrates good citizenship in the school community.
- Class Constitution: Activity 2: "We the People" Students will create preamble booklets by cutting out illustrations and text for each section of the preamble.
- Class Constitution: Activity 3: "We the Students" The class creates a preamble for their class constitution.
- Class Constitution: Activity 4: "Bill of Rights" Students discuss the amendments in the Bill of Rights.
- Symbols of America and My State: Groups will create a web about one symbol of the United States or your state
- Branches of Government: Partners create a song to teach younger students the basic functions of the three branches of government.
- Students will write a letter to the Mayor addressing ideas to improve our community.

Evidence of Student Learning - Checking for Understanding (CFU)

- Thumb-Ometer
- Red Light, Green Light
- Exit Tickets
- Common benchmarks
- Evaluation rubrics
- Self-assessments
- Unit tests
- Quizzes
- Journals
- KWL Chart
- Teacher Observation Checklist
- Explaining
- Evaluate
- Describe
- Define
- Compare & Contrast
- Illustration
- Study Guide
- Think, Write, Pair, Share
- Think, Pair, Share

- Admit Tickets
- Anticipation Guide
- 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
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Social Studies Pearson: myWorld Interactive Grade 3 Teacher's Edition, Student Activity Mats, Activity Guide, Student myWorld Interactive book

Ancillary Resources

www.pearsonrealize.com

<https://www.tiktok.com/>

<https://www.Kids.gov>

<https://www.usmint.gov/kids>

Technology Infusion

- Smart TV
- Laptops
- Microsoft Word
- Microsoft Powerpoint
- Websites such as:
- www.pearsonrealize.com
- <https://www.tiktok.com/>
- relevant YouTube/TeacherTube videos

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

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

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- Life and Career Skills
- Media Literacy

21st Century Skills

- Global Awareness
- Environmental Literacy
- Civic Literacy

- 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

- Decreasing the amount of work presented or required
 - Using videos, illustrations, pictures, and drawings to explain or clarify
 - Teaching key aspects of a topic. Eliminate nonessential information
 - Tutoring by peers
 - Having peers take notes or providing a copy of the teacher's notes
 - Providing study guides
 - Allowing students to correct errors (looking for understanding)
 - Marking students' correct and acceptable work, not the mistakes
 - Reducing or omitting lengthy outside reading assignments
 - Allowing students to select from given choices
 - Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - Modifying tests to reflect selected objectives
 - Using authentic assessments with real-life problem-solving
 - Using true/false, matching, or fill in the blank tests in lieu of essay tests
 - Reducing the number of answer choices on a multiple choice test
 - 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
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- 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

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: