

Unit 3- Government in the United States

Content Area: **Social Studies**
Course(s):
Time Period: **NovDec**
Length: **4 Weeks - Grade 4**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies - Grade Four

Government in the United States

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Teacher, Natalie Minichini

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Dr. Giovanni Cusmano, Director of Elementary Education K - 8

Mr. George Droste, Director of Secondary Education

Board Approved:7/16/2018

Unit Overview

Chapter three provides detailed information about the government in the United States. The content within the chapter focuses on the principles of our government, how our government works, and our rights and responsibilities. Students explore these topics using primary sources and critical thinking skills.

(Reference myWorld Interactive, Chapter 3)

Enduring Understanding

- The United States government is a democracy.
- Governments make laws and supply services.
- In a democracy, citizens are responsible for how their governments work.
- Governments have different structures.
- Constitutions tell how governments work.

- Governments have different powers.

Essential Questions

Lesson 1: Principles of Our Government

- How is the government and are laws necessary to our nations?
- How does the government provide goods and services?
- Which documents established our government?
- What are the principles from the Declaration of Independence and the U.S. Constitution?
- Why are the Declaration of Independence, Preamble, and the Bill of Rights important?

Lesson 2: How Our Government Works

- What are the functions and responsibilities of the legislative, executive, and judicial branches of the federal government?
- How do the checks and balances control the three branches of the federal government?
- What are the differences between the national, state, and local levels of government?
- How does a bill become a law?

Lesson 3: Our Rights and Responsibilities

- What are the rights of citizens in the United States?
- How do national and state symbols represent our government?
- How can citizens participate in their government and community?
- How have constitutional amendments changed our nation?

Exit Skills

- Apply and accurately use domain-specific words in context.
- Explain how the Bill of Rights protects citizens' rights.
- Analyze the principles of the Declaration of Independence.
- Distinguish the different branches of government.
- Determine the importance of constitutional rights and amendments.
- Explain how the Constitution and the Bill of Rights still affects Americans today.
- Analyze the symbols of American history.

New Jersey Student Learning Standards (NJSLS-S)

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.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.12	Explain the process of creating change at the local, state, or national level.
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.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.
SOC.6.1.4.A.CS5	In a representative democracy, individuals elect representatives to act on the behalf of the people.

Interdisciplinary Connections

LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.

Learning Objectives

Lesson 1: Principles of Our Government

- Identify how government and laws are necessary to our nation.
- Identify how the government provides goods and services.
- Analyze the documents that established our government.
- Determine the importance of the ideas and principles from the Declaration of Independence and the U.S. Constitution.

Lesson 2: How Our Government Works

- Distinguish between the functions and responsibilities of the legislative, executive, and judicial branches of the federal government.
- Analyze the system of checks and balances in the three branches of the federal government.
- Differentiate between national, state, and local levels of government.
- Identify the process for how a bill becomes a law.

Lesson 3: Our Rights and Responsibilities

- Evaluate the rights of citizens in the United States.
- Analyze and understand national and state symbols and holidays that commemorate people, events,

and ideals of our government.

- Generate ways citizens can participate in their government and community by fulfilling their responsibilities and exercising their rights.
- Determine how constitutional amendments have changed our nation.

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	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Chapter 3: Government in the United States

- Rap About It
- Quest Project-Based Learning

Lesson 1: Principles of Our Government

- Jumpstart Activity
- Interactivity
- Primary Source

Lesson 2: How Our Government Works

- Jumpstart Activity
- Interactivity

- Literacy Skills

Lesson 3: Our Rights and Responsibilities

- Jumpstart Activity
- Interactivity
- Critical Thinking Skills

Evidence of Student Learning - Checking for Understanding (CFU)

Evidence of Student Learning with Checking for Understanding (CFU):

- Fist-to-Five
- Exit Tickets
- Evaluation Rubrics
- Self-assessments
- Quizzes
- KWL Chart
- Teacher Observation Checklist
- Explaining
- Evaluating
- Describe
- Define
- Compare and Contrast
- Question Stems
- Study Guide

- 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

myWorld Interactive

Ancillary Resources

Social Studies Weekly, Scholastic News, Time for Kids, YouTube/TeacherTube, National Geographic Kids, History Channel, National Archives, Smithsonian Education

Technology Infusion

SMARTboard, PowerPoint, Prezi, Social Media, relevant YouTube/TeacherTube videos, myWorld Interactive Digital Component, laptops, Google Maps, WebQuests, Kahoot, Quia

Alignment to 21st Century Skills & Technology

21st Century Skills & Technology:

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

21st Century Skills/Interdisciplinary Themes

21st Century/Interdisciplinary Themes:

- Communication and Collaboration
 - Information Literacy
 - Media Literacy
 - Life and Career Skills
 - Creativity and Innovation
 - Critical Thinking and Problem Solving
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- 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

21st Century Skills:

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

Differentiation

Differentiations:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Use vocabulary cards, vocabulary activities, vocabulary review, and vocabulary glossary.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.
- Added time to complete assignments
- Pairing oral instructions with visuals
- Teacher reads assessments aloud
- Small group instruction
- Small group assignments
- Repeat directions
- Use manipulative
- Study guides

Intervention Strategies

Intervention Strategies:

- Decreasing the amount of work required
- Using videos, illustrations, pictures, and drawings to explain or clarify

- Providing study guides
 - Allowing students to correct errors
 - Allowing products to demonstrate student's understanding
 - Modifying tests
 - Allowing the use of note cards or open-book during test
 - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test
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- 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

Special Education Learning Adaptations:

- Additional time for skill mastery
- Preview of vocabulary
- Have student repeat directions to check for understanding
- Modified test length
- Check work frequently for understanding
- Shortened assignments
- Extended time on assessments
- Modified assessments
- Use open book, study guides

- 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)

English Language Learning Adaptations:

- Using videos, illustrations, pictures and drawing to explain or clarify
 - Providing study guides
 - Allowing students to correct errors
 - Allowing products to demonstrate student's learning
 - Modifying assessments
 - Allowing the use of note cards or open-book during testing
-
- 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:

