

# Unit 1b-Government

Content Area: **Social Studies**  
Course(s): **Social Studies 3**  
Time Period: **Marking Period 1**  
Length: **Marking Period 1**  
Status: **Published**

## Essential Questions

---

- How does the government of our country work on a local, state and national level to help citizens?

## Big Ideas

---

- Communities depend on citizens to participate in their government.

## Cross-Curricular Integration

---

### Integration Area: Mathematics

- 3.MD.B. 3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs

### Activity:

Students voted on citizen activities and graphed the results. Students will work together to write questions based on their findings.

## CSDT Technology Connection

---

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

## Enduring Understandings

---

6.1 U.S. History: America in the World by the End of Grade 5

Civics, Government, and Human Rights: Civics and Political Institutions

6.1.5.CivicsPI.4 [M]: Describe the services our government provides the people in the community, state and across the United States.

Civics, Government, and Human Rights: Participation and Deliberation

6.1.5.CivicsPD.1 [M]: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Civics, Government, and Human Rights: Human and Civil Rights

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

Civics, Government, and Human Rights: Participation and Deliberation

6.1.5.CivicsCM.4 [M]: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

Focus Areas

- Identify the three levels of government
- Identify and describe the three branches of the national government.
- Identify government services
- Explain the basic types, purposes, and structures of city and county governments. · Identify goods and services that local governments provide.
- Describe the features of state and national government and its leaders.

Activities and Assessments

Map and Globe Skills- Read a Road Map pg. 278-289

DBQ: Libraries Make the World a Smarter Place

BrainPop Jr- Branches of Government, Local and State Governments, President, US Symbols

Aligned IXL skills- Local government, State government, Federal government, Checks & balances

Assessments- IXL data and Chapter 8 Quiz, US Symbols poster

---

**Resources**

## Core Lessons

### Harcourt Social Studies

#### Chapter 8: Government

- Lesson 1: Structure of Government
- Lesson 3: State and National Government
- Lesson 4: Symbols of Our Nation