

Government (Unit 5)

Content Area: **Social Studies**
Course(s): **Social Studies 2**
Time Period: **Marking Period 3**
Length:
Status: **Published**

Unit Overview

Essential Questions

- How are our government officials selected?
- What are the roles of government officials.
- What are three levels of government in our country?
- How are the levels of government different from one another.
- What does fair and unfair mean?
- How can we make a fair decision? What has to happen? (everyone must participate in making the decision)
- What is the constitution? (list of our country's laws and rights as citizens)
- How does our government work?
- What do leaders in our country do?
- Who was Thurgood Marshall?
- Why is it important to be fair?
- What is a community board? How can tax money help a community?
- How are problems solved within a community?
- What is a flow chart?
- What important buildings and monuments are in Washington, D.C.?
- What is a grid map?
- What is a main idea? What is the main idea of this lesson?
- Who is an American hero and what has he or she accomplished?
- Why is it called the European Union?

Content

Vocabulary: Election, appointed, vote, Government, mayor, governor, election, court, flow chart, monument, Capitol, White House, grid map, main idea, hero

Some government leaders are elected when people vote.

Some government officials are appointed by an elected leader.

Government officials make sure people follow their laws.

Mayor, governor, election, court

We follow the rules of our community, state, and country. The rules are enforced by the mayor, governor, and president.

Skills

Identify ways that public officials are selected, including election and appointment to office

Identify three levels of government.

Compare the three levels of government.

Identify the situation that requires a decision.

Compare the roles of public officials, including mayor, governor, and President.

Understand how Thurgood Marshall's commitment to fairness is an example of good citizenship

Identify characteristics of someone who is fair and displays good citizenship

Describe how governments establish order, provide security, and manage conflict

Learn how to read and make a flow chart

Identify buildings and monuments in Washington, D.C.

Identify and explain the significance of various national landmarks

Learn how to use a grid map

Understand some of our nation's symbols

Learn about the pledge of Allegiance and how it reflects Americans' love of their country

Find the main idea of a passage

Identify several American heroes

Learn about European Union

Assessments

Teacher observations

Guided class Discussions

Worksheets

Tests and quizzes

Homework

Lessons/Learning Scenarios

Fold a piece of paper 3 times-label with Community (mayor), State (Governor), and Country (president), define each leaders' duty

Depending on time/pacing, supplements can be added by my American Symbols unit..

Read story- Let's Choose a Name pg 232-235

Pg 236-237-describe the differences in the pictures compared to the rest of the chapter-discuss how the pictures show the people who created our government a long time ago.

Bring kids to the rug and read from Big Book-238-247

Ask comprehension questions about Thurgood Marshall

List possible reasons and ways to be fair (class tells teacher what to write)

Through discussion, relate how tax money is used for everyone

Make a flow chart- three step flow chart- example, baby, child adult TE 258 or the possible steps on how to solve a problem-pose a problem and the students have to make a flow chart showing the steps taken to resolve the problem

Go to the computer lab and take a 3D virtual tour of the White House

<http://georgewbush-whitehouse.archives.gov/history/whtour/360index.html>

make foldable booklets of the American Symbols

Look through student teaching unit for other crafts and webquests

Practice locating areas on a grid map

Ask for volunteers to read a paragraph and tell what the main idea is-write main ideas on the board

Read through main ideas to come up with an overall main idea of the lesson

Define hero and discuss what a student's hero has done to make he or she admire that person.

Use a graphic organizer to write down all of the American heroes we read about and their accomplishments

Pick an American hero to write a summary on.. make an American Flag to glue your summary on (display in hallway)

Locate European union countries on the map and list them on the board

Read to find out-essential question (pose question to the class) students may buddy read this section to find the answer

Play Jeopardy as a way to review for the test or unit review on pgs 284-286

Standards

SOC.K-4.6.1.4.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.K-4.6.1.4.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.K-4.6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.
SOC.K-4.6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
SOC.K-4.6.1.4.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.K-4.6.1.4.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.K-4.6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
SOC.K-4.6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
SOC.K-4.6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.K-4.6.1.4.C.1	Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
SOC.K-4.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.K-4.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

Resources