Government and Cultural Diversity

Content Area: **Social Studies**
Course(s): **Social Studies 2**
Time Period: **January**
Length: **12 weeks**
Status: **Published**

Unit Overview

In this unit, students will investigate the role of government and how government affects their lives. They will learn about the differences between rules and laws and how rules and laws help citizens and countries get along. They will also learn how citizens and countries work together to make their communities, and the world, a better place to live. Students will also look at how cultural differences affect daily life, family structure, gender roles, issues of race/age, class and ethnicity, spirituality and roles animals have in stories and daily life by exploring fables/folktales and animal stories.

Core Content Vocabulary: government, branches, culture, customs, History, traditions, fables, folktales, Family structure, gender roles, ethnicity, gender, race, class, spiritual, religion, rituals,

Social Studies Disciplinary Concepts Included:

- Continuity and Change (CC)
- Civic Mindedness (CM)
- Democratic Principles (DP)
- Participation and Deliberation (PD)
- Civic and Political Institutions (PI)
- Processes, Rules and Laws (PR)
- Human Population Patterns (PP)
- Spacial Views of the World (SV)
- Understanding Perspectives (UP)
- Historical Sourcing and Evidence (SE)

Standards

6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities,

	and fulfill roles of authority.
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Essential Questions

- How can we describe our environment?
- How do citizens and government work together?
- How do we use maps to find places?
- How does culture affect a character's daily life?
- How does culture shape people's different beliefs and stories?
- How does geography affect the way people use land?
- How does geography help us understand our world?

- How have events from the past impacted rules in communities/schools or thoughts of people today?
- Why do we need government?
- Why is it important to have rules in our schools, homes, and communities?
- Why is it important to understand that people come from various backgrounds but should each be treated with respect?

Learning Targets

- I can define the words respect, tolerance, and acceptance.
- I can describe different people and the different places they live.
- I can engage in conversations about my school and local community.
- I can explain how communities have changed over time.
- I can explain how culture affects a character's daily life.
- I can explain how events of the past and their connection to events of the present.
- I can explain how historical symbols, monuments, and holidays are recognized in America.
- I can explain the kind of community I live in and how it affects the life of my family.
- I can explain various roles that people in our local community and government have.
- I can identify that there are three branches of government.
- I can locate a map key.
- I can state the purpose of a map and locate places on a map.
- I can use geography to understand more about where I live.

Unit Assessments

- ARC Graphic Oranizers
- Class Discussions
- Cooperative Group Projects
- Mystery Science worksheets and projects
- Organizers- Social Culture
- Student Portfolios
- Teacher/Student Observation
- Writing Responses

Supports for At-Risk, Special Ed., 504, and ELL

- Allow oral responses
- Chunk larger assignments into more managable parts.
- Extend pacing of weekly lessons to a week and a half to 2 weeks
- Incorporate centers that focus on skills that students are struggling with.

- Provide graphic organizers.
- Small group instruction based on levels/abilities
- Use Approaching Level Materials
- Utilize Visual Aids

Supports for G&T

- Extension activities
- Higher-level cooperative
- Pairing with students who need assistance (act as model)
- Provide higher level texts