

Englewood Public School District
Social Studies
Grade 3
Second Marking Period

Unit 2 - Elections in The United States

Overview: Students in the third grade social studies program engage in a study of American History, geography, culture, and government. In the process, students continue the journey of learning the social studies theme of civics by learning about their local and federal government and the system of elections in the United States.

Time Frame: 30-35 Days

Enduring Understandings:

Recognize national, state and local legislators and government officials and explain how to contact them for help or to express an opinion.

Identify major services provided by state and local government.

Delineate the respective roles of the three branches of the federal and state governments.

Essential Questions:

Why do we have government?

How does the government impact our daily life?

What are the different levels of government?

Standards	Topics and Objectives	Activities	Resources	Assessments
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.	Topics	As an introduction to the unit, Students will watch a Brainpop video describing the three branches of government. (CRP11)	<u>Web-based Resources:</u>	Benchmark Assessment: <ul style="list-style-type: none"> Exact Path
	American Government		Kids.gov- 3 Branches of Government (downloadable poster and activities)	Formative Assessments: Students will create a chart with the three branches of government and identify the function for each branch.
	Civics		https://kids.usa.gov/teachers/lesson-plans/government/3-branches/index.shtml	
	Politics	Following teacher preview of vocabulary, students will individually create vocabulary	Learning Adventures	
6.1.4.A.4 Explain how the United States	Democracy	notebooks/note cards		Students will cooperatively or independently identify the key
	Objectives			

<p>government is organized and how the United States constitution defines and checks the power of government.</p> <p>6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.4.A.6 Explain how national and state governments share power in the federal system of government.</p> <p>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.</p> <p>6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the</p>	<p>Students will apply the following skills and strategies:</p>	<p>defining unit 2 vocabulary. (NJSLSA.W4)</p>	<p>http://bensguide.gpo.gov/learn/ing-adventures-14more?id=36&age=ben4_8</p>	<p>people, groups, and jobs for each branch of government, and checks and balances by sorting and matching cards labeled with key information.</p>
	<p>Acquire and apply vocabulary associated with United States Elections.</p>	<p>Following a teacher presentation of the Kids.gov 3 Branches of Government poster, students will create a bulletin board of the levels of government using paper bag trees (<i>Three Branches of Government Trees</i>). (CRP6)</p>	<p><u>Literature:</u></p> <p><i>Wet the Kids: The Preamble to The Constitution of The United States</i>, David Catrow</p> <p><i>Making A Law</i>, Sarah De Capua</p> <p><i>Running for Public Office</i>, Sarah De Capua</p>	<p>Instructors will confer with students to investigate their knowledge (anecdotal records & observation).</p>
	<p>Analyze the functions of the executive, judicial, and legislative branches of government.</p> <p>Analyze the functioning of government processes, such as election.</p> <p>Evaluate the effective distribution of power over others is the foundation of a stable government.</p> <p>Examine the role that the legislative, executive, and judicial branches of government at the state and local levels play in the public issues.</p>	<p>Students will work in cooperative groups to create a list of different people who work together to accomplish a goal (<i>Different Jobs Working Together</i>) (8.1.5.E.1, CRP4, 9.2.4.A.4)</p>	<p><i>Voting</i>, Sarah De Capua</p> <p><i>Social Studies Excursions, K-3 Book Three</i> by Janet Alleman & Jere Brophy</p> <p><i>Serving on A Jury</i>, Sarah De Capua</p> <p><i>Becoming A Citizen</i>, Sarah De Capua</p>	<p>Students will be evaluated on teacher created tests/quizzes.</p> <p>Students' progress will be ascertained via oral and written class work.</p>
		<p>Students will be able to identify the key people, groups, and jobs for each branch of government as well as identify, checks and balances for the three branches of government (<i>Separation of Powers</i>). (NJSLSA.R7, NJSLSA.W4, 9.2.4.A.4)</p>	<p>Additional Resources:</p> <p>Voting and Election Lesson plans for elementary school: http://www.growingvoters.org/voting-election-lesson-plans-elementary-school.html</p> <p>Newsela: How Government Works</p>	<p>Students will receive a grade for participation in classroom discussions and activities.</p> <p>Students understanding of concepts and application of content will be partially evaluated via cooperative learning activities.</p>
		<p>Following a teacher read-aloud of <i>We the Kids: The Preamble to The</i></p>		<p>Summative Assessments:</p> <p>Performance based evaluation using rubrics: (http://rubistar.4teachers.org/index.php)</p> <p>Portfolio of student work</p> <p>Oral presentations</p>

country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Constitution Of The United States, Students will work in cooperative groups to further investigate historical documents (Learning Adventures). **(RL.3.1, CRP11)**

Following a teacher read-aloud of *Making A Law*, students will work in cooperative groups to research how laws are made (Learning Adventures). **(RL.3.1, CRP11)**

Following a teacher read-a-loud of *Running for Public Office*, students will work in pairs to research the election process (Learning Adventures). **(CRP11)**

Following a teacher read-a-loud of *Voting*, students will work in cooperative groups to answer the following questions: Who is eligible to vote in the United States? What is voter registration? What type of voting technology and systems exist in the United States? Why is

<https://newsela.com/read/elementary/govt-comparing-governments/id/30032/>

How the U.S. Government Works
by Syl Sobel

Branches of Government (Government in Action!)
by John Hamilton

What Is Government? (First Step Nonfiction)
by Ann-Marie Kishel

Checks and Balances The Three Branches of the American Government Volume 2 Legislative (Volume 2)
by Jr. Daniel E. Brannen

A New Nation Is Born (The Three Branches of U. S. Government)
by Moehle and Mitchell, Helen Hausner, and Larry Weaver

What's the State Judicial Branch? (First Guide to Government)
by Nancy Harris

What's the State Legislative Branch? (First Guide to Government)
by Nancy Harris

Self-evaluation, Peer evaluation

Scavenger Hunt: Create questions based on a topic or a chapter.

Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.

Alternative assessments:

<http://www.schrockguide.net/assessment-and-rubrics.html>

Types of Assessments:
<https://www.teachthought.com/pedagogy/6-types-assessment-learning>

voting important?
(RL.3.1, SL.3.3)

Following a presentation of Lesson 6: "Voting" (*Social Studies Excursions*), Students create their own elections for class president, treasurer, and council.
(SL.3.1, SL.3.3, SL.3.6, 8.1.5.E.1, SL6.)

Following a teacher read-a-loud of *Serving on a Jury*, students will have a whole class discussion about the importance of serving on a jury. (SL1)

Following a teacher read-a-loud of *Becoming a Citizen*, students will create a class chart listing the main requirements of becoming a United States Citizen. **(CRP 4)**

The President's Work: A Look at the Executive Branch (How Government Works)
by Elaine Landau

Order in the Court: A Look at the Judicial Branch (How Government Works)
by Kathiann M. Kowalski

The President And the Executive Branch (Our Government)
by Bryon Giddens-white

Nancy Landon Kassebaum: A Senate Profile (Contemporary Profiles and Policy Series for the Younger Reader)
by Nancy Cayton Myers

How Congress Works: A Look at the Legislative Branch (How Government Works)
by Ruth Tenzer Feldman

U.S. Constitution and You, The
by Syl Sobel

The Congress of the United States (True Books)
by Christine Taylor-Butler

The Supreme Court (True Books: Government)
by Patricia Ryon Quiri

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">● Provide visual aids● Speak and display terminology● Teacher modeling● Peer modeling● Provide ELL students with multiple literacy strategies.● Word walls● Use peer readers● Give page numbers to help the students find answers	<ul style="list-style-type: none">● Utilize modifications & accommodations delineated in the student’s IEP● Work with paraprofessional● Use multi-sensory teaching approaches.● Work with a partner● Provide concrete examples● Restructure lesson using UDL principals (http://www.cast.org/our-	<ul style="list-style-type: none">● Increase one on one and small group time● Using visual demonstrations, illustrations, and models● Give directions/instructions verbally and in simple written format. Oral prompts can be given.● Peer Support● Teachers may modify instructions by modeling	<ul style="list-style-type: none">● Problem-based learning● Curriculum compacting● Inquiry-based instruction● Independent study● Higher order thinking skills● Adjusting the pace of lessons● Interest based content● Real world scenarios● Student Driven Instruction● Structure the learning around explaining or solving a social or community-based issue.

<ul style="list-style-type: none"> ● Provide a computer for written work ● Provide two sets of textbooks, one for home and one for school ● Provide additional time to complete a task ● Use graphic organizers 	<ul style="list-style-type: none"> ● work/about-udl.html#.VXmoXcfD_UA) ● .Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques- auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<p>what the student is expected to do</p> <ul style="list-style-type: none"> ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<ul style="list-style-type: none"> ● Collaborate with after-school programs or clubs to extend learning opportunities. ● William and Mary Social Studies curriculum ● for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum
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Key Vocabulary

Election, Government, Vote, Politics, Judicial, Legislative, Executive, Law, Veto

Career Ready Practices:

CRP4: Communicate clearly and effectively and with reason.

CRP6: Demonstrate creativity and innovation.

CRP11: Use technology to enhance productivity.

Interdisciplinary Connections: ELA - NJSL/ELA:

Grade 3 Standards:

RL.3.1: Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Anchor Standards:

NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of 21st Century Standards NJSLS 9:

9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Integration of Technology Standards

8.1.5.E.1: Plan strategies to guide inquiry - use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.