

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Social Studies	Grade Level: 3
Unit Title: Government	Trimester 1, 15-18 lessons

Unit Summary: The purpose of this unit is to provide an understanding of the relationship between citizens and their government. Students will understand how good citizens participate in their community and that their actions can make a difference. They will understand that government provides certain services to its citizens. They will understand that government establishes rights and responsibilities in order to protect and provide for its citizens. Students will understand that in the United States the government is divided into three branches and those branches have different roles. In the summative performance assessment (GRASPSS), students will identify a problem in their community and write a letter to the mayor. In the letter, students will identify the problem and provide a solution. Encourage students to make connections across the curriculum. Meaningful integration may be made during modeled, shared, guided and independent reading and writing.

- Program Understanding and/or Minnesota State/Local/Core Standards and Technology Standard(s) addressed:**
- **II. TIME, CONTINUITY, AND CHANGE:** Students will understand that people, events, and ideas within communities influence change over time.
 - **IV. INDIVIDUAL DEVELOPMENT AND IDENTITY:** Students will understand that individual and group identities are related to historical events and social contexts (e.g. conflict and change).
 - **V. INDIVIDUALS, GROUPS, AND INSTITUTIONS:** Students will understand that individuals, groups, and institutions interact across time and culture to preserve or change societies.
 - **VI. POWER, AUTHORITY, AND GOVERNANCE:** Students will understand that structures of government gain and exert authority over people and resources in positive and negative ways.
 - **X. CIVIC IDEALS AND PRACTICES:** Students will understand that the role of a citizen in a country and in the world involves rights and responsibilities.

Stage 1: Desired Results

Established Goals/Standards	Acquisition ⇔ Meaning Making ⇔ Transfer
<i>MN Academic Standards in Citizenship and Government</i> 3.1.1.1.1: Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or	Transfer
	<i>Students will be able to independently use their learning to...</i> Write a letter to their city mayor describing a community problem and solution. Explain how government supports its citizens.

need.

3.1.2.3.1: Explain the importance of civic discourse (including speaking, listening, voting and respecting diverse viewpoints) and the principles of majority rule and minority rights.

3.1.4.6.1: Describe the importance of the services provided by government; explain that they are funded through taxes and fees.

3.1.4.6.2: Identify the three branches of government (executive, legislative, and judicial) and their primary functions.

History

3.4.1.2.2: Compare and contrast two different accounts of an event.

Meaning Making

UNDERSTANDINGS

Student will understand that...

What specifically do you want students to understand? For 40 years (overarching from course framework), 4 years (about unit topic). What inferences should they make?

Overarching (Framework)

1. individual and group membership are interrelated within a community.
2. individuals and groups preserve or change communities and society.
3. communities have a structure of government that provides support to the people.
4. the role of a citizen involves rights and responsibilities.
5. people, events, and ideas within civilization influence change over time.

Topical (Unit)

1. children can participate in their community to make a difference.
2. people have rights and responsibilities as citizens.
3. governments provide leadership and services.
4. different viewpoints affect how people understand history.

ESSENTIAL QUESTIONS

Students will keep considering:

For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry, meaning-making and transfer?

Overarching (Framework)

1. What makes me part of a community?
2. How do I make a difference in my community?
3. Why do people change communities?
4. How do people change communities?
5. What does the government do for its people?
6. What is the role of a citizen?

Topical (Unit)

1. What makes a community?
2. How do rights and responsibilities support all citizens?
3. How can I participate in government?
4. How does government help its citizens?
5. How do government leaders support citizens?
6. How do different viewpoints affect how we understand history? (h)

Acquisition

Students will know...

What facts and basic concepts should students know and be able to recall?

1. people have different perspectives.
2. people can have an effect in a community.
3. government provides certain services.
4. the three branches of government have different responsibilities.
5. the difference between minority rights and majority rule.

Essential Vocabulary:

- right
- responsibility
- executive
- legislative
- judicial
- common good
- citizen
- civic discourse
- majority rule
- minority rights
- democracy
- election
- tax
- vote
- perspective

To view all vocabulary words for grade 3 social studies, see "Grade 3 Social Studies Vocabulary" (pink document in front of binder.)

To access the "Grade 3 Social Studies Vocabulary

Students will be able to...

What discrete skills and processes should students be able to use?

1. explain the importance of the election process.
2. identify ways that they, as young people, can make a difference.
3. identify services provided by government through taxes.
4. identify the responsibilities of the three branches of government.
5. provide an example of minority rights.
6. provide an example of majority rule.
7. compare and contrast two different accounts of an event. (h)

Cards," google link here

Link to Vocabulary Cards

Common misunderstanding(s):

- Everyone votes.
- Kids have no power to affect change.
- The President is in charge of everything.
- Some people don't have to obey laws.