**Grade** **Level**: 3rd Grade **Dates**: Mar 21st – Apr22nd

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| **School Information**  **School**: Copeland Elementary  **School Code**: 060043  **Teachers**: Gist, Denson, Rozier, Brace  **Buffer**: | **Transdisciplinary Theme**: How We Organize Ourselves  **Segment of Theme**:  **Over Arching Concept**: Government | |
| **Section 1: Overview** | | |
| 1. **Central Idea**: We (Government and Citizens) are responsible for promoting the common good. | | |
| 1. **Key Concepts**: Responsibility, Function, Causation | | |
| 1. **Guiding Related Concepts**: | 1. **Lines of Inquiry**: | 1. **Teacher Questions (Guided Questions)**: |
| Opportunity & Citizenship  Structure  Perspective & Sequence of an End | * Our personal and civic beliefs shape our perspective * The Government is put in place to make a difference. * Laws and respect are needed for democratic societies structure | **DOK Level 3 & 4**   * What beliefs and ideals have shaped the way our government is organized? * What do we mean when we say we are a representative democracy or republic? * Why do we have three branches of government? * How do we become active citizens? * What beliefs and principles do Americans share? Why should we share them? |
| 1. **Prior Content Knowledge**: | 1. **Assessing the Lines of Inquiry**: |
| * District iReady Pre-Assessment * Kahoot * KWL Chart * Group Discussions (Pass the Problem)/ UDL Strategy (Universal Design Learning) Follow link for example. <https://www.youtube.com/watch?v=h8HAMKDrfbw> * Four Corners * IXL/Splash Learn | How will you assess student’s understanding of the lines of inquiry?   * **“This or That”** students make a judgment and defend their choice. * **Debates** * **Choose your Path”** (students are given an experience and they have to choose how they will adapt by picking their next path.) * **Job Applications** * **Three Branches of Government Tri Fold-**Students will make a paper trifold that will separate the 3 branches of government and what they do in each branch. |
| **Section 2: What Are Our Target Goals?** | | |
| 1. **Concept Based Summative Assessment:** | 1. **Targeted Approaches to Learning (highlight 3):** | 1. **Targeted Learner Profile Attributes (highlight 2):** |
| * Creating an Infographic (Culminating task) * Poster – Pamphlet * 3 Branches of the Government - Describe the form and function of three branches and checks and balances * Senate, Congress, Local Government * Student Created Society – Group Project – Students will work in teams to create their own society. Each society will have a geographic location, government and laws. Students will present their society project to the class. * Reflection: How were you able to cooperate to complete the creation of your society? How did you overcome conflicts within the group? | Social Skills, Research Skills, Communication Skills. Thinking Skills, Self-Management Skills | well-balanced, caring, principled, open-minded, risk taker, knowledgeable, communicator, reflective, thinker, inquirer |
| **Section 3: What Assessments will be provided in this unit of inquiry?** | | |
| 1. Pre-Assessments:   What assessment will be given at the beginning of the unit to inform current understanding | 1. Formative Content Based Assessments:   What assessments will be given to monitor student learning of content? | 1. Summative Content Based Assessments:   What assessments will be given for students to show mastery of unit content? |
| District unit pre-test Canvas  Kahoot  Blooket  Group Discussion | Unit informal Checks-Canvas  Exit Tickets  Station work activities  Seesaw reflection  Class discussions  KWL Charts  Graphic Organizers | Students will create laws with classmates  District unit-post test |
| **Section 4: How will we Facilitate Learning?** | | |
| 1. Provocation:   How will interest into this unit be sparked? | 1. Learning Experiences:   What activities/experiences will help facilitate the learning? | 1. Evidence of Differentiation:   How will the learning experiences be adjusted to different learning styles/abilities? |
| Students will be told to follow a few rules that are not fair.  Students are not allowed to sit in the chair today, everyone must stand al day.  Students will then wonder why and the teacher will say because they are in charge and they said so. Students should then complain that it is not fair, and that would lead us into the lesson of why we need a government. | **Week 1 (Activity One – Things in Threes)**  EQ: Why do we have three branches of government?   * What can you tell me? I see I think I wonder (Power-point) * Role-play- Students will create a topic and vote on it to submit to Administration.” * Branches of the Government Video     **Week 2 (Activity Two – Ideals and Beliefs About Our Government)**  The U.S. Constitution, 1787, public domain  EQ: What ideals and beliefs have shaped the way our government is organized? What do we mean when we say we are a representative democracy or republic?  Elephant and Donkey video    **Week 3 (Activity Three – Government at the State Level)**  EQ: How do the three branches of government at the state level compare and contrast with the federal government?    **Week 4 (Activity Four – A Job Opportunity)**  EQ: What qualities does one need to work in one of the branches of government?    **Week 5 (Activity Five – Individual Rights and the Common Good)**  EQ: How do we become active citizens? What beliefs and principles do Americans share? Why should we share them?   * In Class Election * Government Job Opportunity * Journal Prompts (Explain how you would go about changing it) * Writing a law, evaluating a law, revising a law and creating laws.     **Week 6 (Activity Six – Good Citizens)**  EQ: How do we become active citizens? What beliefs and principles do Americans share? Why should we share them? | Para, EIP teacher or sped teacher will work with small groups as needed or lead a group of learners that may need additional support.  Concept based summative assessments will be modified as needed.  Leveled station activities  Reading selections based on a students Lexile level.  Students will be given graphic organizers to assist with keeping up the information gathered during research. Students will also be given a choice on how they would like to present the information learned, through seesaw, flip grid or a written essay or report.  Student choice for presenting learning: Seesaw, video, Flip grid or power point, written summary. |
| 1. Learning Experiences in Specials:   How are Specials Courses able to connect to this unit? | 1. Local/National/Global Connections:   How can we connect the content to local/national/global issues? | 1. Student Action:   What learning experiences support potential student-initiated action? |
| Art  Third grade students are learning about the government in their homerooms. In art, we will connect by learning about the government of other countries and how art plays a key role in governments of the past. We will focus primarily on Ancient Egypt during this unit. | Students will be able to compare and contrast our government and the country that their class represents.  Students will be able to research the local, state and national government leaders. | The Good citizens activities allowed students to explain how they feel about certain laws and give the reasons they feel that way.  Students participating in a class election. |
| 1. Student Agency and Play:   What learning experiences provide students with voice, choice and ownership? What play opportunities will be provided by Kindergarten/Pre-K?hands on/STEAM for K-5? | | 1. Resources:   Which resources will you and the students use? This may include people, places, technologies, learning spaces and physical materials. |
| Students will participate in two hands on projects.  Class vote-  Students will create laws and vote if they are fair. They will also see if they are for the common good of the people.  Job Opportunity  What characteristics would you want someone to have in the jobs that represent you. | | * The United States Government (Book) * A Government for the People (Book) * What is a Government (Book) * Studies Weekly * Canvas * YouTube * GADOE * Brainpop Jr * Government 101 Powerpoint |
| **Section 5: Reflection** (Write the year, change font color for each year) | | |
| 1. Reflect on learning experiences: | | |
| Rozier- Students were able to identify and gain knowledge of the 3 branches of government. During this time students participated in a role play activity, where they were able to vote on where they most enjoy lunch. The question was whether they liked to eat in the cafeteria or in the classroom? We had our student ambassador classroom representative to help conduct the voting. Students also viewed videos and completed graphic organizers on government.  Denson- Students learned about the 3 branches using technology and various sources. Students were able to look up the different jobs and roles of the levels of government. They were able to do research on areas they found interesting. They also got a chance to vote on how they felt about certain things in the class and in the school. Students were placed in groups to research each branch and gave a presentation to the class about their selected branch. One group of the students got to create 5 laws and we allowed the classes to vote on them. Students also got a chance to look up our local  Brace-During this semester the local campaigning for mayor was taking place in our city. Students were able to associate the role of the community leader with the role of school leaders and student ambassador group. Students were able to compare our classroom essential agreements to the rules and laws that are established by the government. Student also consistently tried to help each do the right thing. Students also recognized each other for acts of kindness. Some students even had conversations regarding the state of the two political parties since the last national election.  **Gist- Students were able to gain an understanding about balance of power and checks and balances with first understanding the levels of leadership right here in their very own school through classroom discussions. Students then learned more about their local government right in their own community ( mayor, Sheriff, commissioners, etc) The students were intrigued and wanted to dive deeper to review the state government which was a great bridge to connect us to the federal government and its branches. Students viewed videos via Flocabulary, Brain POP Jr. And youtube that related to the branches of government.** | | |
| 1. How were the tasks differentiated to meet different learning styles? | | 1. How did the learning experiences and strategies we used throughout the unit help to develop and show students understanding of the central idea? |
| Rozier- Students who struggle with compare and contrast the branches were able to work with a partner to complete the assignment. They also were able to have tracking if reading was involved.  Denson- Students were given instruction through various ways verbally, written and through song ( Flocabulary. Students were also able to work in small groups to have class discussions.  Brace- Students participated in a variety of activities that were differentiated to their learning style through drawings, comprehension activities, acting/drama--reader’s theater, song, etc.  **Gist- Students worked on activities in collaborative instructional groups. Students were also in small group mini lessons using the grade level text with gradual release of the reading and comprehension questions in the text.** | | Rozier- Students understood the central idea we are responsible for promoting the common good. Students had the opportunity to read and participate in activities for the 3 branches that make up our government and how each are important.  Denson- The learning in experience allowed the students to gain an understanding the role of the government and how they play apart in it. They had great discourse about how the laws affected others and what was considered the common good.  **Gist- The learning experiences that allowed the students to gain understanding of the role of the government and its function were: BrainPOP Jr. Movie and lesson activities, textbook chapter engagement, Research of the government and its levels during the unit and the jigsaw activity.** |
| 1. What learning experiences best supported students’ development and demonstration of the attributes of the learner profile and approaches to learning? | | 1. How effective were the summative assessments in measuring student learning? What, if any, changes need to be made to the assessments? |
| Rozier- The learning experience that best supported students’ development was a job opportunity. Students were able to choose a branch of government and a job that is involved within each branch. Students had to research the qualification and why the job they chose is important to our government.  Denson-The learning experience that support the students development the most was creating laws and having the other students vote on them. They had to communicate to others why the law was important and needed.  Brace- The majority of the students enjoyed discussing in small groups the laws for their newly created society/community. The students also enjoyed participating in discussions about ways they could improve their local community.  **Gist- The learning experiences that supported students development and demonstration of the attributes were: A jigsaw activity students were placed in their collaborative groups to research on assigned branch of the government. They were also tasked with creating five laws that they would like to see implemented in their own society.** | | Rozier- Students still needed more time to create their group societies. They were able to start the project by coming up with the mayor and their societies’ laws. Students are working together to create visuals and writings about their societies.  Denson- The summative assessments were a great idea but based on the time frame ( during testing) there was not alot of time for them to complete them fully.  **Gist- Due to Georgia Milestone testing prep and testing windows, time did not allow for students to complete their societies. Students did complete activities to show what they knew related to our unit if inquiry.**  Brace-Most of the summative assessments |
| 1. What student-initiated inquiries (questions) arose from this unit of inquiry? | | 1. What student action arose from this unit of inquiry? |
| Rozier- What if the world didn’t have laws?  Why is the government so important?  Can we have a class election on president and vice president?  Denson- How do other countries Government work?  Why can’t the president make all the rules?  **Gist-Why do we have to laws?**  **What happens when someone breaks the laws? Who decides their punishment?** | | Rozier- Students had the opportunity to take control of their own learning by choosing the branch of government and a job within their particular branch.  Denson- Students begin to research local government officials and other countries government structure.  **Gist- Students completed a research jigsaw activity for an assigned branch of government and also worked together to create five laws for their society.** |
| 1. Any additional notes or changes that need to be considered next year? | | |
| Rozier- Possibly being able to host class elections next year. | | |
| **Section 6: Picture Evidence** | | |
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\*\*Scroll Down for Unit Standards\*\*

**Unit Standards**:

**ELA**:3RL.9

3Rl.7

**Math**:

**Science**:

**Social Studies**:

SS3H1-all

SS3G3