

Unit Plan: Government and Elections

Grade: 5/6

Subject: Social Studies

Year: Odd (2020-21)

<p>Thematic Concept: Changes</p>	<p>Universal EQ: How is change both positive and negative?</p>	
<p>Supporting Concept: Civics, economics, government, history</p>	<p>Content-Based EQ: How do positive and negative changes in the government and elections process impact the US in the present and future? How might the US elections process bring about positive and negative change?</p>	
<p>Generalizations: Changes...</p>		
<p>Standard(s): SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others. SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic. SS.IS.2.3-5. Create supporting questions to help answer essential questions in an inquiry. SS.IS.3.3-5. Determine sources representing multiple points of view that will assist in answering essential questions. SS.IS.4.6-8.MdC. Determine credibility of sources based upon their origin, authority, and context. SS.IS.7.3-5. Identify a range of local problems and some ways in which people are trying to address these problems. SS.CV.1.6-8LC. Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders). SS.CV.1.6-8.MdC. Describe the roles of political, civil, and economic organizations in shaping people’s lives. SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media. SS.CV.4.6-8.MdC. Analyze ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system. SS.CV.5.6-8.MdC. Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.</p>		
<p>Unit Outcomes: The emphasis of this unit is to recognize the positive and negative changes that can impact the US government and elections process in the present day and future.</p>		
<p>Unit Description: The students will gain knowledge and understanding of the concept of changes by investigating the government and election process of the US, past and present.</p>		
<p>Conceptual Knowledge Students will understand: The US Government and Elections Process</p>	<p>Procedural Knowledge (21st Century Skills) Students will be able to do: update w/ 5-6-7 g level standards <ul style="list-style-type: none"> ● (Standards are stated above.) ● </p>	<p>Factual Knowledge Students will know:</p> <ul style="list-style-type: none"> ● Political vocabulary ● Systems of the:

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<ul style="list-style-type: none"> • How change is both positive and negative 	<ul style="list-style-type: none"> • Questioning strategies <ul style="list-style-type: none"> ○ • SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research • • SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights • • SS.IS.6.6-8 MdC. Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses. 	<ul style="list-style-type: none"> ○ Government ○ Civic ○ Economic ○ Historical • Descriptions of each branch of government • Awareness of how the US government developed over time. • Now what...?
<p>Conceptual Formative Assessments:</p> <ul style="list-style-type: none"> • 	<p>Procedural Formative Assessments:</p> <ul style="list-style-type: none"> • Defending your argument of either an historical or current event that demonstrate how positive or negative changes 	<p>Factual Formative Assessments:</p> <ul style="list-style-type: none"> • Gov't and election basics
<p>Conceptual Summative Assessments:</p> <ul style="list-style-type: none"> • Ill-structured problem 	<p>Procedural Summative Assessments:</p> <ul style="list-style-type: none"> • Ill-structured problem 	<p>Factual Summative Assessments:</p> <ul style="list-style-type: none"> • Ill-structured problem • Gov't and election basics

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<ul style="list-style-type: none">• Problem-solution identified and defended• What are the implications of the solution?	<ul style="list-style-type: none">• Problem-solution identified and defended	<ul style="list-style-type: none">• Problem-solution identified and defended
<p>Affective Self-Regulatory Strategies:</p> <ul style="list-style-type: none">• Building confidence through collaboration	<p>Behavioral Self-Regulatory Strategies:</p> <ul style="list-style-type: none">• Research strategies• Scholarly Dispositions	<p>Cognitive Self-Regulatory Strategies:</p> <ul style="list-style-type: none">• Reflection• Scholarly Dispositions•
<p>Resources/Materials:</p> <p>Can we build off of how the American Revolution ISP ended? If revolution is a change, what are the positive and negative changes? How do we know that? Then, look at today's gov't structures. Do we need to start with a study of gov't? (That's a 4th grade standard; did your 5th/6th graders have a solid understanding of gov't structure and process?)</p> <p>Use the Women's Suffrage unit (grade 7) from Engage NY; consider positive and negative changes experienced in the pursuit of women's equality</p> <p>Consider a collection of Newsela articles that showcase various changes attributed to government control, impact, influence, etc. Find a commonality amongst the articles. Develop an ISP based upon this commonality of positive/negative change? (Not sure if we want to avoid Climate Change since we hit that in previous units for science, or is this a great way to build application, transfer, and deeper thinking of an ongoing changing issue?)</p>		