

**Unit Plan: What is Democracy?****Grade: 3/4****Subject: Social Science**

<b>Thematic Concept:</b> Systems	<b>Universal EQ:</b> Why do systems function and/or dysfunction?	
<b>Supporting Concept:</b> Pillars of Social Sciences (History, Geography, Economics, Politics, Civics)	<b>Content-Based EQ:</b> <ul style="list-style-type: none"> <li>How do governmental, geographical, and/or economic systems function and interact within Illinois's past and present?</li> </ul>	
<b>Generalizations:</b> Systems are composed of parts that have functions. Systems may be influenced by other systems. Systems can function and dysfunction.		
<b>Civic and Political Institutions</b>	<b>Participation and Deliberation: Applying Civic Virtues and Democratic Processes</b>	<b>Processes, Rules, and Laws</b>
SS.4.CV.1. Explain the roles and responsibilities of government officials at the local, State and national levels and investigate how the roles and responsibilities of government have changed over time.	SS.4.CV.3. Identify core civic virtues and democratic principles that guide governments, society, and communities.	SS.4.CV.4. Using evidence, explain how rules, regulations, and laws alter or transform societies and how people from multiple communities influence and experience this transformation.
SS.4.CV.2. Define democracy and explain how limited participation affects the political representation of multiple groups.		
<b>Communicating Conclusions</b>	<b>Critiquing Conclusions</b>	<b>Taking Informed Action</b>
SS.3-5.IS.6. Construct arguments using claims and evidence from multiple	SS.3-5.IS.7. Construct explanations using reasoning, correct sequences, examples,	SS.3-5.IS.8. Present a summary of arguments and explanations to others

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sources.	and details with relevant information and data.	inside and/or outside of the classroom using print and oral technologies.
		SS.3-5.IS.9. Explain the use of inquiry strategies, approaches, and use of relevant sources students could take to address local, regional, state, national, and global problems.
		SS.3-5.IS.10. Students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.

**Unit Description:** Students will gain knowledge and understanding of the concept of systems by investigating the past and present government, geography, and economics of Illinois. (The unit is sequenced from pre-statehood to 1900 and from 1900 to modern times.)

<p><b>Conceptual Knowledge</b> Students will <b>understand:</b></p> <ul style="list-style-type: none"> <li>• how systems function and interact</li> <li>•</li> </ul>	<p><b>Procedural Knowledge (21<sup>st</sup> Century Skills)</b> Students will be <b>able to do:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Factual Knowledge</b> Students will <b>know:</b></p> <p>-</p>
<p><b>Conceptual Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Weekly Reflection</li> </ul>	<p><b>Procedural Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• 4 Types of Questions - graphic organizer from Richard p.83 red book</li> </ul>	<p><b>Factual Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>•</li> </ul>

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<b>Conceptual Summative Assessments:</b>	<b>Procedural Summative Assessments:</b> <ul style="list-style-type: none"><li>● ISP</li><li>●</li></ul>	<b>Factual Summative Assessments:</b> <ul style="list-style-type: none"><li>● ISP</li></ul>
<b>Affective Self-Regulatory Strategies:</b> <ul style="list-style-type: none"><li>● Building confidence through collaboration</li></ul>	<b>Behavioral Self-Regulatory Strategies:</b> <ul style="list-style-type: none"><li>● Research strategies</li></ul>	<b>Cognitive Self-Regulatory Strategies:</b> <ul style="list-style-type: none"><li>● Reflection</li></ul>
<b>Resources/Materials:</b> <a href="#">What is Constitutional Democracy?</a>		

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