



<p>1. What is our purpose?</p> <p>1a) To inquire into the following:</p> <ul style="list-style-type: none"> ● transdisciplinary theme <p>How We Organize Ourselves (Governance)</p> <ul style="list-style-type: none"> ● central idea <p>People adopt or take on some form of organization in order to maintain control within society.</p>	<p>Class/grade: 5th grade Age group: 10-11</p> <p>School: Willard Elementary School code: 7202</p> <p>Title: How We Organize Ourselves (Governance)</p> <p>Teacher(s): Salgado, Rosales, Mayer</p> <p>Date: 1/16/17– 2/13/17</p> <p>Proposed duration: number of hours 100 over number of weeks: 6</p>
<p>1b) Summative assessment task(s):</p> <p>What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>Students will make a project/ presentation demonstrating their understanding of the central idea. Students will describe a form of government, how it works, who has the power, the division of power or power struggles, the rights and responsibility of the citizens within this form of government. They will include the pros and cons of this form of government. Students will present their findings in a format of their choice.</p> <p>Teacher will assess students understanding of that form of government, how it functions, its positive and negative aspects.</p> <p>Through a summative quiz the teacher will assess students knowledge of the vocabulary taught through the unit and basic types government</p> <p>Through this unit the teacher will expect the students to be able:</p> <ul style="list-style-type: none"> ● to recognize both the positive and negative features of different government formats and will be able to demonstrate tolerance and open-mindedness as they learn about the different perspectives of other nations and their reasons for their government style. ● to show empathy and concerns for people and their predicaments due to their type of government and its decisions or lack of them. (refugees, genocide, famine, displacement of people groups) <p>Students may decide to take action such as:</p> <ul style="list-style-type: none"> ● Writing a letter about an issue that affects them, thereby exercising their rights and responsibilities as citizens. 	<p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Key concepts: Form, function, responsibility Related concepts: systems, governance</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> ● Different forms of government throughout the world ● Local, national, and global power struggles ● Rights and responsibilities of citizens <p>What teacher questions/provocations will drive these inquiries?</p> <ol style="list-style-type: none"> 1. What are the different types of government? 2. Where are the different types of government found? 3. How is a democracy formed? 4. How is our local, state, and federal government structured? 5. What are the rights and responsibilities of citizens? <p>Provocation:</p> <p>All teachers will make a simulation of a different form of government. They will experience what it feels like to be in a country (or classroom) with a different system of governance.</p>

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

Pretest of unit vocabulary including government types and U.S. structure, survey students to see if they know how a law was created in their country, see if students can name the types of governments of other countries.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- Through the study of government unit in the social studies text and class discussions teacher will assess students ability to name the three branches of the U.S. Government, how the system checks and balances itself, and their rights as a citizen.
- Through the study of governments throughout the world teachers will assess student’s ability to name and define different types of government, categorize countries of the world by government type, and list the benefits and drawbacks of different forms of government.
- Through research and activities teacher will evaluate students ability to list what they feel are the rights and responsibilities of a citizen.
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4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

1. Teacher/student will investigate different types of government: democratic, dictatorship, monarchy, etc.
2. Research and identify on a world map each country’s type of government. Draw conclusions.
3. Students/teacher will study and investigate the history of the US government over time (constitution, formation of our country, bill of rights, amendments, conflicts between the loyalists and the patriots)
4. Students will read “How the US Government Works” and outline how a bill becomes a law. Watch the video Schoolhouse Rock.
5. Students/teacher will invite a guest speaker from a state or local government office to discuss how the government functions and how we can participate.
6. Student/teacher will discuss the rights and responsibilities of being global citizens and compare and contrast it to being a citizen at Willard. Create posters to inform other students of their rights and responsibilities.
7. Students may choose to create a never before seen government of an invented country including: type of government, branches or organizations, and rights and responsibilities of the citizens.
8. Teacher/students will explore the idea of a government without one of the three branches of government.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Research skills: collecting, recording, organizing, interpreting and presenting data as students investigate, compare, and draw conclusions about governments around the world.

Thinking Skills: Acquisition of knowledge, analysis, synthesis, and evaluation as students gain knowledge of government structures and compare and contrast their features and make value judgments based on different perspectives. And, dialectical thought as they argue different perspectives.

Social Skills: Resolving conflict, group decisions, and adopting a variety of group roles as students role play different forms of government

Profiles and Attitudes:

Thinker:,

Knowledgeable:

Risk-Taker

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

A New Nation—social studies textbook, Videos—Introduction to Government, Books - Ben and Me, Music and Heroes of America, Johnny Tremain by Esther Forbes, America in the Time of George Washington, Where Were You When... by Jean Fritz, Secret Soldier, - Videos - Schoolhouse Rock—History How the US Government Works, CDs—Colonial and Revolution Songs, Teacher resource books,

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Through TV web access student s will have access to city council meetings and be made aware of the city’s government structure. Guest speaker may come to class to inform students of the branches in structure of local government. School board members can inform students of how school districts are run.