

UNIT 1

Course: Language Arts/Social Sciences/SEL	Grade Level: 3rd Grade
Unit Title: Citizenship (Structure and Function of Government)	Length of Unit: Approximately 5 weeks
<p>Unit Summary: Students' understanding of basic civics concepts will continue to evolve from those taught in previous grades as they extend their civic perspective beyond the family, neighborhood, and local community to the state. Building upon their knowledge of government of the local community, students will distinguish the roles of state government from local government. Students will explore issues and topics designed to deepen their understanding around the reasons people form governments, including the need for laws, safety, and order. Students will be introduced to the values of the common good, individual rights, and patriotism. Students will also learn about the roles and responsibilities of citizens in local, state, and national government as they prepare for their role as responsible and informed citizens of the state of Illinois. They will synthesize their learning by applying their understanding of government and their role as an active citizen by advocating for a change they want to see within their school. Students will read a wide range of texts from diverse cultures using questioning strategies in order to clarify their understanding of the theme/central message/moral. Students will write well-sequenced narratives.</p> <p>SEL Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to set and achieve goals, identify personal interests, and engage in socially acceptable behaviors.</p>	
Stage 1- Desired Results	
<p>STANDARDS</p> <p>Priority Social Sciences: SS.CV.2.3: Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>Language Arts: RL/RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for</p>	<p>Transfer</p> <p><i>Students will be able to independently use their learning to...</i></p> <p>TG1: Apply an understanding of civics and government to respond to current and future challenges and make informed decisions.</p> <p>TG2: Use questioning strategies when reading and recounting a variety of literary and informational texts to demonstrate an understanding of the central message or main idea of a text.</p> <p>TG3: Write a well-sequenced narrative about a real or imagined experience that</p>

<p>the answers.</p> <p>RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>SEL: Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <p>Supporting: Social Studies: SS.G.2.3: Compare how people modify and adapt to the environment</p>	<p>incorporates effective technique and descriptive details.</p> <table border="1"> <thead> <tr> <th colspan="2" data-bbox="625 259 1948 329">Meaning</th></tr> </thead> <tbody> <tr> <td data-bbox="625 329 1287 1494"> <p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>EU1: Governments exist to provide order and services to a nation; the Illinois government has features that are similar to and unique from local and federal government.</p> <p>EU2: The key role of citizens in a democracy is to participate in public life.</p> <p>EU3: Effective readers use the information from a text as a basis for answering questions and gaining an understanding of the text.</p> <p>EU4: Effective readers draw on the key details of a literary text to determine and explain the lesson, message, or moral and explain how it is supported.</p> <p>EU5: We tell stories to entertain or to share a message/teach; incorporating dialogue into a story allows the reader to explore characters' motives and actions as they deal with conflict</p> <p>EU6: How we behave impacts ourselves and others; taking responsibility for our actions is important.</p> </td><td data-bbox="1287 329 1948 1494"> <p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <p>EQ1: Why do we need a government? <i>How is the Illinois government similar to and different from our city's government? How is the Illinois government similar to and different from the U.S. government?</i></p> <p>EQ2: What impact can citizens have on their government?</p> <p>EQ3: How can asking and answering questions help me understand key details in a text? <i>What role does questioning play in helping me make meaning of a text? (RL/RI.1)</i></p> <p>EQ4: How do key details in a literary text support my understanding of the text's message? (RL/RI.2)</p> <p>EQ5: Why do we tell stories? <i>How can I make my stories more interesting? (W.3)</i></p> <p>EQ6: How does my behavior affect others?</p> </td></tr> </tbody> </table>	Meaning		<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>EU1: Governments exist to provide order and services to a nation; the Illinois government has features that are similar to and unique from local and federal government.</p> <p>EU2: The key role of citizens in a democracy is to participate in public life.</p> <p>EU3: Effective readers use the information from a text as a basis for answering questions and gaining an understanding of the text.</p> <p>EU4: Effective readers draw on the key details of a literary text to determine and explain the lesson, message, or moral and explain how it is supported.</p> <p>EU5: We tell stories to entertain or to share a message/teach; incorporating dialogue into a story allows the reader to explore characters' motives and actions as they deal with conflict</p> <p>EU6: How we behave impacts ourselves and others; taking responsibility for our actions is important.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <p>EQ1: Why do we need a government? <i>How is the Illinois government similar to and different from our city's government? How is the Illinois government similar to and different from the U.S. government?</i></p> <p>EQ2: What impact can citizens have on their government?</p> <p>EQ3: How can asking and answering questions help me understand key details in a text? <i>What role does questioning play in helping me make meaning of a text? (RL/RI.1)</i></p> <p>EQ4: How do key details in a literary text support my understanding of the text's message? (RL/RI.2)</p> <p>EQ5: Why do we tell stories? <i>How can I make my stories more interesting? (W.3)</i></p> <p>EQ6: How does my behavior affect others?</p>
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and culture in our community to other places	Acquisition	
<p>Language Arts: RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p><i>Students will know...</i></p> <p>K1: Academic Vocabulary</p> <p>Social Sciences K2: Roles, responsibilities and freedoms of citizens</p> <p>Language Arts/Digital Literacy K3: Reading strategies (inferencing, using text to support ideas, central message/main idea)</p> <p>K4: Story elements</p> <p>K4: The moral is the lesson of a story. It is supposed to teach us how to be better people.</p> <p>K5: The elements and structure of narrative writing</p> <p>K6: The writing process</p> <p>SEL K7: Socially acceptable behaviors</p> <p>K8: Steps to setting and achieving goals</p> <p>K9: The expectations for collaborative conversations (speaking and listening)</p>	<p>Year-Long English/Spanish "I can" statements</p> <p><i>Students will be skilled at...</i></p> <p>Social Sciences S1: I can explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>Language Arts/Digital Literacy S2: I can recount or retell stories, fables, folktales, and myths. (RL.2)</p> <ul style="list-style-type: none"> • I can identify the parts of a plot (introduction, rising action, climax, falling action, and resolution). (RL.2) • I can identify and describe characters' traits by examining their actions and words. (RL.3) • I can explain how characters' actions (what they do) cause events to occur in a certain order/sequence. (RL.3) • I can identify how the characters' actions or traits contribute to the lesson/moral of the story. (RL.3) • I can explain how the moral is demonstrated within the story. (RL.2) <p>S3: I can say what happens in a story or text based on evidence from the text. (RL/RI.1)</p> <p>S4: I can ask and answer questions of a text in order to build an understanding of the text.</p>

		<p>(RL/RI.1)</p> <p>S5: I can identify the central message of a text. (RL.2)</p> <p>S6: I can explain how the main idea of a text is supported through key details and I can recount the key details of a text. (RI.2)</p> <p>S7: I can convey real or imagined experiences and events through narratives. (W.3)</p> <ul style="list-style-type: none">• I can define specific characteristics of narrative text such as: it tells a story, has characters, builds in a sequential order using the elements of plot (introduction, rising action, climax, falling action, and resolution).• I can introduce the narrator, characters, and the event/situation that starts the story.• I can add dialogue, description, and thoughts and feelings of the characters to bring the story and its characters alive.• I can sequence (put in order) the events in my story so that one event leads to the next.• I can use transitional words.• I can give the story an ending that provides a conclusion for the narrative. <p>S8: I can explain how illustrations in a text</p>
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		<p>contribute to the mood in the text or reveal aspects of characters, plot, and setting. (RL.7)</p> <p>S9: I can select appropriate reading material to match my purpose with assistance. (Info/Dig Lit Goal 2)</p> <p>S10: I can locate material in the library by call number with guidance. (Info/Dig Lit Goal 3)</p> <p>SEL</p> <p>S11: I can identify personal interests.</p> <p>S12: I can set and achieve goals.</p> <p>S13: I can engage in socially acceptable behaviors.</p>