

**UNIT 1**

<b>Course:</b> Language Arts/Social Sciences/SEL		<b>Grade Level:</b> 4th Grade
<b>Unit Title:</b> Government: Federal and State Levels		<b>Length of Unit:</b> Approximately 5 weeks
<p><b>Unit Summary:</b> In this unit, students will examine the purposes of governments and the way in which Illinois works to fulfill those purposes. By exploring the concept of representative government, students learn how the power of government resides with the people. Students build upon their knowledge of local government and community by distinguishing the roles of state government from local government and explore why state governments are needed. By learning about the Illinois Constitution, students are introduced to the concept of limited government and the history of Illinois' Constitution. An understanding of limited government is further enriched through an exploration of how the powers of government are separated among the branches in state government. Students will explore the judicial branch by examining ways courts function to resolve conflict. Finally, students consider important rights and responsibilities of citizenship including the responsibility to be informed about public issues. The goal in fourth grade is to continue to foster a basic understanding of concepts that will be further developed as students progress through the grade levels. Students will use a variety of reading strategies to read and analyze a wide range of texts (including texts about historical events from different eras) in order to determine the theme/main idea. Students will use details to support their inferences. Students will write well sequenced narratives using literary techniques (ie well developed characters) that may include real historical data.</p> <p><b>SEL:</b> Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to identify and describe their feelings, steps for goal setting, decision making and work well with others who are different from themselves.</p>		
<b>Stage 1- Desired Results</b>		
<b>STANDARDS</b>	<b>Transfer</b>	
<b>Priority:</b> <b>Social Sciences:</b> <b>SS.CV.1.4:</b> Distinguish the responsibilities and powers of government officials at the local, state, and national levels.  <b>SS.CV.2.4:</b> Explain how a	<i>Students will be able to independently use their learning to...</i>  <b>TG1: Apply an understanding of the governmental system of the United States and the role of the political leaders within this system in order to make informed decisions and actively participate as a citizen in a representative democracy.</b>  <b>TG2: Read and analyze a wide range of texts and draw on key details and literary</b>	

<p>democracy relies on people's responsible participation, and draw implications for how individuals should participate.</p> <p><b>Language Arts:</b>  <b>RL/RI.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.4.2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RI.4.2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>W.4.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event</p> <p><b>A.</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>B.</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><b>C.</b> Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><b>D.</b> Use concrete words and phrases and sensory details to</p>	<p><b>techniques to determine theme/main idea.</b></p> <p><b>TG3: Write a narrative about a real or imagined experience that incorporates narrative techniques (e.g., dialogue, description, and pacing).</b></p> <tr> <th colspan="2" data-bbox="619 371 1287 440">Meaning</th></tr> <tr> <td data-bbox="619 440 1287 1484"> <p><b>ENDURING UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <p><b>EU1:</b> Governments exist to provide order and services to a nation; the government of the United States derives its power from the people.</p> <p><b>EU2:</b> The rights and responsibilities at the state level are similar to those at the national level; citizens have rights and responsibilities to make informed decisions at the state and national levels that influence the rights of the citizens within their state--and/or at the national level.</p> <p><b>EU3:</b> Effective readers support their analysis/ interpretation of text by citing textual evidence; inferences must be rooted in the text--providing a foundation for understanding.</p> <p><b>EU4:</b> Authors of literary and informational texts include details that help readers make meaning of the text); effective readers use key details to identify the main topic, theme or central idea(s) of a text.</p> </td><td data-bbox="1287 440 1955 1484"> <p><b>ESSENTIAL QUESTIONS</b>  <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> For what purposes do governments exist? <i>Where does our government get its power?</i></p> <p><b>EQ2:</b> What are some important rights and responsibilities of Illinois citizens? <i>What does it mean to be an informed citizen?</i></p> <p><b>EQ3:</b> How can I use the text to support my thinking?</p> <p><b>EQ4:</b> How do you determine a text's theme or main idea?</p> </td></tr>	Meaning		<p><b>ENDURING UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <p><b>EU1:</b> Governments exist to provide order and services to a nation; the government of the United States derives its power from the people.</p> <p><b>EU2:</b> The rights and responsibilities at the state level are similar to those at the national level; citizens have rights and responsibilities to make informed decisions at the state and national levels that influence the rights of the citizens within their state--and/or at the national level.</p> <p><b>EU3:</b> Effective readers support their analysis/ interpretation of text by citing textual evidence; inferences must be rooted in the text--providing a foundation for understanding.</p> <p><b>EU4:</b> Authors of literary and informational texts include details that help readers make meaning of the text); effective readers use key details to identify the main topic, theme or central idea(s) of a text.</p>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> For what purposes do governments exist? <i>Where does our government get its power?</i></p> <p><b>EQ2:</b> What are some important rights and responsibilities of Illinois citizens? <i>What does it mean to be an informed citizen?</i></p> <p><b>EQ3:</b> How can I use the text to support my thinking?</p> <p><b>EQ4:</b> How do you determine a text's theme or main idea?</p>
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<p>convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.sequences.</p> <p><b>SEL:</b></p> <p><b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <p><b>Supporting:</b></p> <p>Social Sciences:</p> <p>SS.CV.3.4: Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, respect for individual rights) that guide our state and nation.</p> <p>SS.G.1.4: Construct and interpret maps of Illinois and the United States using various media.</p> <p>SS.G.2.4: Analyze how the cultural and environmental characteristics of places in Illinois change over time.</p>	<p><b>EU5:</b> Effective writers develop interesting characters in a variety of ways (e.g., description, dialogue, interaction with others, actions, conflict, etc.); writing is a process.</p> <p><b>EU6:</b> Developing self-awareness of thoughts and feelings informs decision making.</p>	<p><b>EQ5:</b> How do writers strengthen their writing?</p> <p><b>EQ6:</b> How do we make responsible decisions?</p>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <p><b>K1:</b> <a href="#">Academic Vocabulary</a></p> <p><b>Social Sciences</b></p> <p><b>K2:</b> Reasons governments are formed</p> <p><b>Language Arts/Digital Literacy</b></p> <p><b>K3:</b> Reading strategies</p> <p><b>K4:</b> The structure of narrative writing</p> <p><b>K5:</b> The writing process(descriptive details and clear event sequences)</p> <p><b>K6:</b> How to be a responsible digital citizen</p> <p><b>SEL</b></p> <p><b>K7:</b> Examples of responsible behaviors in personal, school, and community contexts</p> <p><b>K8:</b> The impact/influence of thoughts and feelings on decision making.</p>	<p><a href="#">Year-Long English/Spanish “I Can” Statements</a></p> <p><i>Students will be skilled at...</i></p> <p><b>Social Sciences</b></p> <p><b>S1:</b> I can interpret the purpose of government.</p> <p><b>S2:</b> I can distinguish the rights and responsibilities of citizens.</p> <p><b>S3:</b> I can differentiate the needs of states based on their location and landforms.</p> <p><b>S4:</b> I can construct and interpret maps of Illinois and the United States using various media.</p> <p><b>Language Arts/Digital Literacy</b></p> <p><b>S5:</b> I can explain what a text is about based on details and examples from the text. (RL/RI.1)</p> <p><b>S6:</b> I can provide specific examples from a</p>	

<p>SS.CV.4.4: Explain how rules and laws change society and how people change rules and laws in Illinois.</p> <p>Language Arts:</p> <p>RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>		<p>text when making inferences. (RL/RI.1)</p> <p><b>S7:</b> I can determine a text's meaning and identify a theme. (RL.2)</p> <p><b>S8:</b> I can determine a text's meaning and identify the main idea. (RI.2)</p> <p><b>S9:</b> I can summarize a text. (RL/RI.2)</p> <p><b>S10:</b> I can write narratives about real or imagined experiences using sensory details and story structures that make clear what is happening and who is involved. (W.3)</p> <ul style="list-style-type: none"><li>• I can arrange events into authentic sequences that unfold naturally.</li><li>• I can add dialogue, pacing, and description to bring the story and its characters alive.</li><li>• I can use transitional words, phrases, and clauses to sequence events.</li><li>• I can give the story an ending that makes sense and provides a satisfying conclusion.</li></ul> <p><b>S11:</b> I can communicate appropriately and ethically with others across media platforms. (Info/Dig Lit Goal 1)</p> <p><b>S12:</b> I can handle situations or online behavior positively. (Info/Dig Lit Goal 1)</p> <p><b>S13:</b> I can understand what a digital footprint is and how to create a positive one. (Info/Dig</p>
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		<p>Lit Goal 1)</p> <p><b>S14:</b> I can self-select appropriate materials according to my purpose and respect others' choices. (Info/Dig Lit Goal 2)</p> <p><b>SEL</b></p> <p><b>S16:</b> I can interpret and respond to thoughts and feelings.</p>