



## Marietta City Schools

### District Unit Planner

#### Grade 2 Social Studies

| Theme | Unit 3: Our Georgia: Government | Unit duration (Days) | 10 - 20 Days |
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#### GA DoE Standards

**SS2CG1 Define the concept of government and the need for rules and laws.**

**SS2CG2 Identify the following elected officials of the executive branch and where they work:**

- President (leader of our nation) and Washington, D.C. – White House
- Governor (leader of our state) and Atlanta, GA – State Capitol Building
- Mayor (leader of a city) and city hall

**SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.** (For this unit discuss the characteristics of positive citizenship in general and from student perspectives. Study of the historic figures i embedded in the appropriate unit planner.)

#### Information Processing Skills:

1. compare similarities and differences
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables

#### Themes and Enduring Understandings:

**Distribution of Power:** The student will understand laws and people's beliefs can help decide who gets to make choices in government.

**Individuals, Groups and Institutions:** The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

| Essential Questions  |   |
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| <p><b>Factual—</b></p> <p>Where do elected officials work and why is that location important?<br/>           What are our rights and responsibilities as citizens?<br/>           What are the qualities of positive citizens?</p> <p><b>Inferential—</b></p> <p>What is the difference between each of the leaders?<br/>           What happens when individuals don't follow rules and laws?</p> <p><b>Critical Thinking-</b></p> <p>Why do we need rules and laws?<br/>           How do citizens participate in the government?<br/>           How do we display positive citizenship?</p> |   |
| Tier II Words- High Frequency Multiple Meaning   | Tier III Words- Subject/ Content Related Words                              |
| Leaders, Leadership<br>Participation, Participate<br>Rules<br>Elected<br>Officials   | Citizen<br>Mayor, Governor, President<br>Laws<br>Rights<br>Responsibilities |
| Assessments  |   |
| <p><b><u>Summative Assessment(s):</u></b></p> <p><u>Our Georgia Government Anticipation Guide and Assessment</u></p> <p>Assessment guides are designed to be given pre and post teaching and learning. Teachers can use the pre assessment to guide planning for instruction and providing differentiation to students as needed. Post teaching the assessments measure student understanding of unit content.</p>   |   |

Standards: All unit GSE

\*Teachers can access the anticipation guides via the grade level Schoology Group.

### **Theme Based Writing Task and Rubric**

[Executive Wanted](#) Students will review the jobs of the President, Governor, and Mayor and the character traits studied in grade 2. The culminating task is to create a help wanted advertisement for the executive of their choice and compare their choice to another.

Standards: All unit GSE

### **Teacher Resources** These resources are intended to support teachers with background information and planning for instruction

[Parent Information Letter](#) This letter is provided for schools to share with parents to introduce the unit. It includes a section for school specific information and news. For example, if completing the *Then and Now Museum* activity- add a donation request.

[K-5 Map Collection](#): Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.

[Teacher Notes](#) guide teachers in understanding the content for the unit.

Additional information can be found at [GA DoE Inspire](#)

[Character Trait Posters](#)- Use these to support and reinforce understanding of the 2nd grade character traits during SS lesson and ELA Read Alouds. The posters also include several Guidance Department traits for 2nd grade.

*The following Knowledge-Based Unit(s) contains instructional read alouds designed to build knowledge around concepts associated with this planner. Highlighted lessons provide direct text-based support for the expectations of the associated SS or Sci standards and could be used to deepen student understanding/application of those standards. The remaining lessons build similar knowledge but do not directly relate to the content standards.*

[15-Day Plan: Government - Rules to Live By](#)

| Objective or Content  | Learning Experiences  | Differentiation Considerations  |
|---|---|---|
| <b>SS2CG1 Define the concept of government and the need for rules and laws.</b> | <a href="#">Why Government and Rules Part 1</a> Reading integrated lesson- Why we need rules introduction | Allow students to discuss the story maps as they progress through the story.<br>Preview difficult vocabulary prior to the story time. |

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| <b>SS2CG1 Define the concept of government and the need for rules and laws.</b>   | <a href="#">Why Government and Rules Part 2</a> Understand the concept of government and need for rules  | Allow students to discuss the story maps as they progress through the story.<br>Preview difficult vocabulary prior to the story time.  |
| <b>SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as:</b> honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.   | <a href="#">Citizens Wanted (Parts 1 and 2)</a> Develop understanding of terms related to good citizenship and create a “help wanted” poster for a “good citizen” This lesson is designed to be done over multiple days  | Use the additional video as needed. Partner or group students to work on flashcards.<br>Play additional games to assure students understand the terms.<br>Provide cut and paste illustrations for students who will require more time for definitions.   |
| <b>SS2CG1 Define the concept of government and the need for rules and laws.</b>   | <a href="#">Rules are for Winners</a> A more detailed lesson related to Who Likes Rules? Includes a presentation and sorting activity.   | Sentence starters are provided in the lesson activity. Do the activity as a whole group or partners.   |
| <b>SS2CG2 Identify the following elected officials of the executive branch and where they work:</b><br>a. President (leader of our nation) and Washington, D.C. – White House<br>b. Governor (leader of our state) and Atlanta, GA – State Capitol Building<br>c. Mayor (leader of a city) and city hall  | <a href="#">Elected Officials Sort</a> Sort information about the executive branches to compare them at the federal, state and local levels  | Allow students to work in small groups. Analyze one image together, modeling your thinking aloud as you look at the image. Complete one section together and then allow students time to complete the other sections independently   |
| <b>SS2CG1 Define the concept of government and the need for rules and laws.</b><br><b>SS2CG2 Identify the following elected officials of the executive branch and where they work:</b><br>a. President (leader of our nation) and Washington, D.C. – White House<br>b. Governor (leader of our state) and Atlanta, GA – State Capitol Building<br>c. Mayor (leader of a city) and city hall | <a href="#">Elected Officials Flip Book</a> Create a flipbook to organize information about the Mayor, Governor, and President- can be done before or after learning about the leaders. (The Elected Officials lessons include use of this flipbook as an option/addition to graphic organizers. | Allow students to work in groups while completing their flip books.<br>Create and provide roles on paper to sort and attach to the chart.<br>Consider having students orally tell you or a peer what they know about the elected officials before doing any writing about what they have learned.<br>Provide images and graphic organizers from the unit ready to prompt student thinking. |

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| <p><b>SS2CG2 Identify the following elected officials of the executive branch and where they work:</b></p> <p>a. President (leader of our nation) and Washington, D.C. – White House.</p>  | <p><a href="#">Elected Officials: Our President</a> Add to the flipbook to organize information about the President. Includes a short video and record read aloud.</p> | <p>Consider having students orally tell you or a peer what they know about the elected officials before doing any writing about what they have learned. Allow students to work in groups while completing their flip books. Create and provide roles on paper to sort and attach to the chart.</p> |
| <p><b>SS2CG2 Identify the following elected officials of the executive branch and where they work:</b></p> <p>b. Governor (leader of our state) and Atlanta, GA – State Capitol Building</p>   | <p><a href="#">Elected Officials: Our Governor</a> Add to the flipbook to organize information about the Governor. Includes a short video and record read aloud.</p>   | <p>Allow students to orally report to you or a peer what they know about the elected officials before starting the work. Allow students to work in groups while completing their flip books. Print roles to sort and attach to the chart.</p>  |
| <p><b>SS2CG2 Identify the following elected officials of the executive branch and where they work:</b></p> <p>c. Mayor (leader of a city) and city hall</p>  | <p><a href="#">Elected Officials: Mayor of Marietta</a> Finish the flipbook to organize information about the Mayor. Includes a short video and record read aloud.</p> | <p>Consider having students orally tell you or a peer what they know about the elected officials before doing any writing about what they have learned. Allow students to work in groups while completing their flip books. Create and provide roles on paper to sort and attach to the chart.</p> |
| <p><b>SS2CG2 Identify the following elected officials of the executive branch and where they work:</b></p> <p>a. President (leader of our nation) and Washington, D.C. – White House</p> <p>b. Governor (leader of our state) and Atlanta, GA – State Capitol Building</p> <p>c. Mayor (leader of a city) and city hall</p> <p><b>SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and</b></p> | <p><a href="#">Who is in Charge</a> Create a poster for one elected official</p>   | <p>Provide templates to cut and paste on the poster. Include sentence starters for students who need this. Consider alternate forms to present information: PowerPoint, poster, oral report, etc. Provide a graphic organizer for planning. Preview the rubric with students.</p>                  |

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| Recommended High Quality Complex Texts  |  |  |
| <p><i>How the U.S. Government Works</i> by Syl Sobel<br/><i>If I Ran for President</i> by Catherine Stier<br/><i>So You Want to be President</i> by Judith St. George<br/><i>If Everybody Did</i> and <i>If Everybody Did That</i> by Joanne Stover<br/><i>What Does a Governor Do, What Does a President Do, What Does a Mayor Do</i> all by David J. Jakubiak<br/><i>Duck for President</i> by Doreen Cronin</p> <p><b><u>Discovery Education Videos</u></b><br/><a href="#">The Importance of Rules</a><br/><a href="#">Introduction: Rules and Laws</a></p> |  |  |