



R. Roger Rowe

K-5 Social Studies

Adoption Update

Board Presentation

January 15, 2026

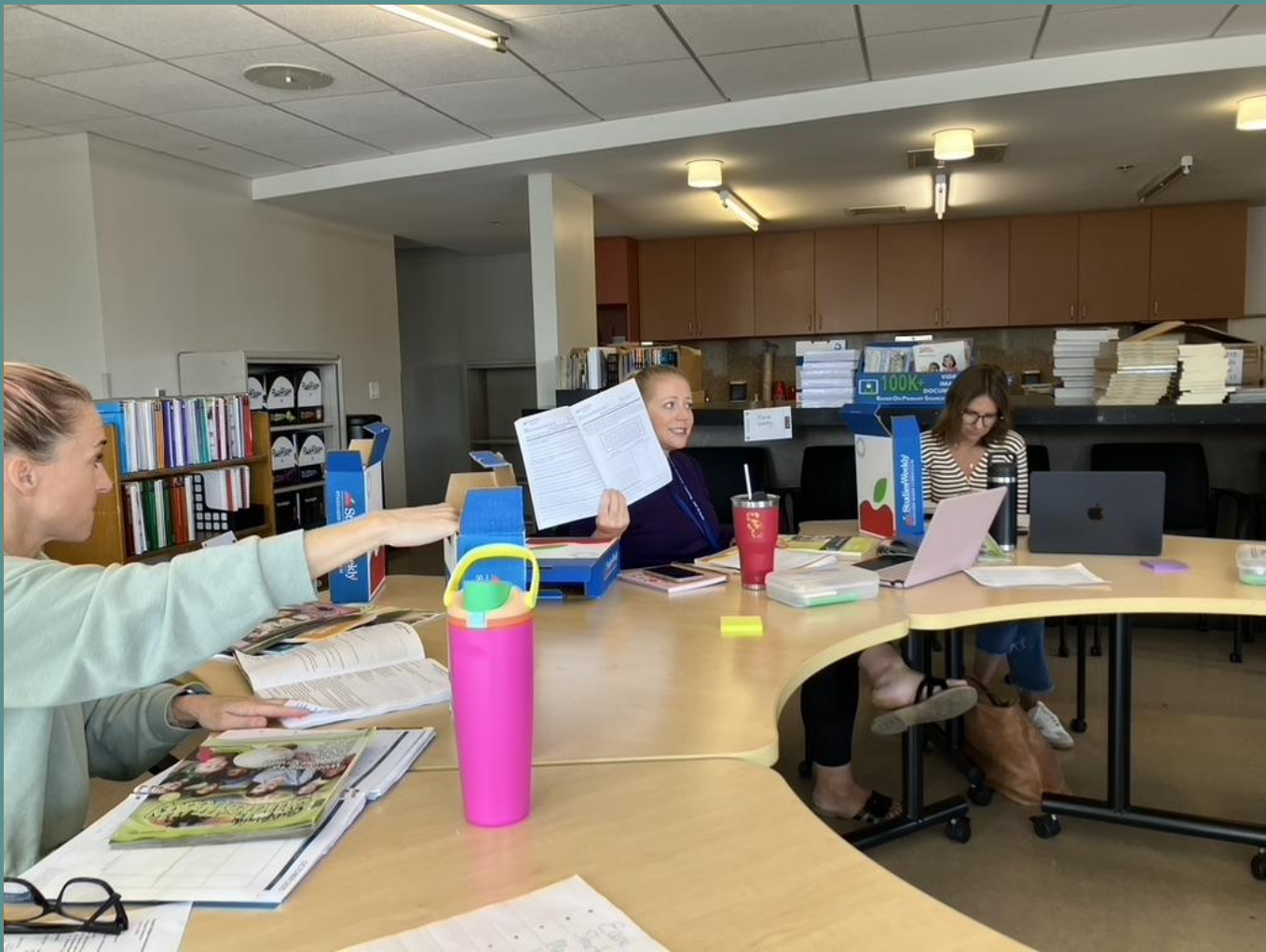




County Office on 10/8/2025

- 6 teachers
- Review 6 Potential Curriculum Programs
- Current CA Standards written in 1998
- Social Science Framework revised in 2016







Pre-Work: Teacher Interviews & Wants

- Civic Knowledge & Civic Development
- Constitution Connection
- Map Skills
- Questioning Text
- Note Taking
- Cause/Effect
- Source Documents
- Digital Resources
- Ease of Use

1 The American Government

Learning Objectives

- Explain the need for government.
- Walk through the purpose and the importance of the U.S. Constitution.
- Differentiate among the three branches of federal government.
- Identify key functions of officials within the federal government.
- Describe how other levels of government work with the federal government.

Prepare to Read

Read about the Unk'd the Big Question statement: I will know how the federal government is organized. Explain that this is what students will learn in this lesson.

Introduce the Vocabulary

1. Read the vocabulary to the class: **constitution, federal, legislative, social, executive, Congress**.
2. Review definitions that students learned at the beginning of the chapter. Ask them if any of the words are familiar. Provide definitions or have students look in the glossary.
3. Tell students that these are words they will learn more about in this lesson. Ask them to hold a word web on the board or Word Wall. Place government in the center oval. Add spokes for levels, branches, purpose, and founding. Add a spoke for **federal** off oval. Add spokes for **executive, judicial, and legislative** off triangle. Add **Congress** off legislative. Add **constitution** off founding. Ask students that they can continue adding information during the week as they move through the lesson and chapter.
4. Discuss the academic vocabulary and explain that these words are defined in the margin of the student Worktexts. Provide sample sentences that clarify their meaning.
 - consequence** I do not study for your test, the consequence could be a low grade.
 - violate** I've violated laws in the community, you might get punished.

INTERACTIVITY

Facilitate and lead a discussion to get students excited about the content of this lesson.

1 The American Government

INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Unk'd the BIG Question

I will know how the federal government is organized.

Vocabulary

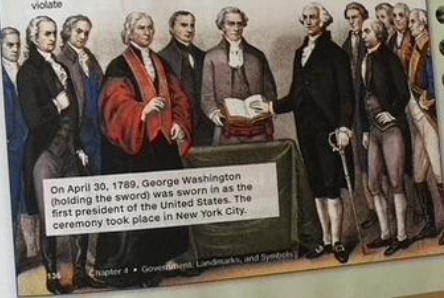
- constitution
- federal
- legislative
- Congress
- executive
- judicial

Academic Vocabulary

- consequence
- violate

Jumpstart Activity

Name three things you and a partner know about the United States government. Then walk around the room with your partner and talk with other pairs. Describe four things you and others know about the nation's government.



On April 30, 1789, George Washington (holding the sword) was sworn in as the first president of the United States. The ceremony took place in New York City.

California Standards

HSS.3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government. **3.4.1** Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws. **3.4.4** Understand the three branches of government, with an emphasis on local government, for people who violate rules and laws. **3.4.5** Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.

Analysis HL.1 Students summarize the key events of the era they are studying and explain the historical contexts of those events.

In the 1700s, Americans wanted to break away from British rule. This led to the American Revolution. The Americans won this struggle. After the revolution, the United States needed a plan for government.

Forming Our Government

During the revolution, American leaders wrote the Declaration of Independence. One idea from it is that government gets its power from "the consent of the governed." This means that the people take part in government. But how? A plan was needed.

In 1787, leaders wrote the United States Constitution. A **constitution** is a plan for how a country will work. The U.S. Constitution lists goals of the government. It also tells how the government is set up. The states approved the Constitution and must approve any new changes to it today. Also, state laws cannot go against national laws. All Americans depend on the Constitution. It helps to make our country's government work for the people.

1. **✓ Reading Check** Summarize List key information about the United States Constitution.

What is a Constitution?	Why is the U.S. Constitution important?
a plan for how a country will work	It lists goals and tells how government is set up.

Integrated English Language Development

ELD.PII.3.2, ELD.PII.3.5

Emerging: Help students underline words in the text that give clues to when events took place. (in the 1700s, After, During, and in 1787) Ask them to write and read aloud the sentences in which these words and phrases appear.

Expanding: Tell students to underline words and phrases that give clues to when events took place. Have partners take turns telling each other something that happened during and after the American Revolution and something that happened after the signing of the Constitution.

Bridging: Ask students to underline sentences that include words and phrases that give clues to when events took place. Challenge them to think of other words that convey time, such as before, next, and then. Tell them to write a short paragraph summarizing the content on the page and using three of these words or phrases.

Jumpstart Activity

Circulate the room, and be government. Provide clue events, bodies, elections, students guiding question? and why do we Pair-Share their ideas. T their ideas. Tell them to the class. Encourage str Charts that they began

Read the Le

Use the following que active reading and le in their Worktexts.

Forming Ou

CAUSE AND EFFECT for government? new country. Am consent of the go

DEMONSTRATE I Constitution de how the countr set up.)

DRAW INFERE by "the conse the Constituti Constitution."

Map and Graph Skills

Interpret Graphs

Learning Objectives

- Identify data shown in a graph.
- Analyze data in a graph to draw conclusions about changes over time.

Teach the Skill

Read aloud the title of the Map and Graph Skill. Invite students to define *graph*. Explain that a graph shows relationships between bits of information called data. Call on volunteers to read aloud the first and second paragraphs.

Draw an x-axis and a y-axis on the board. Think Aloud: *If I want to show how many servings of vegetables I eat each day for a week, I could put that data in a graph. The time, or each day of the week, would go along the side. The number of servings would go along the bottom. Model how to label the bottom and the side axes, and how to add data (2, 3, 3, 4, 1, 2, 4 servings from Sunday through Saturday) to the graph. Draw a line from the top of each bar to the next as you Think Aloud: Look, my graph shows that my vegetable intake increased for a few days. Then, it dropped back down. The last day, it went back up.*

Practice the Skill

Display the graph in the Worktext. Identify the parts of the graph. Ask: *What would you expect to learn from this graph? (how many people worked for the federal government between 1965 and 2014)*

Point out the source of the graph, and explain that the Office of Personnel Management is an official government organization. Explain that the Office of Personnel Management collects data on hiring in government. Explain that the data it collects data in a graph can give clues as to its reliability. Say: *source of data in a graph can give clues as to its reliability. Reliability refers to how well you can trust something. If something is reliable, it is more likely to be trustworthy, something is reliable, it is more likely to be trustworthy.* Ask: *Do you think the information in this graph is reliable? Why? (Yes, because the information comes from an official government source.)*

Map and Graph Skills

Interpret Graphs

A graph shows information in a visual way. A graph makes it easier to understand relationships between numbers. Some graphs help us see how things change over time.

When studying a graph, it is important to look at the title. Look also at the labels on the side and bottom of the graph. Note the source of the data. Then look at how the graph changes.

The federal government employs people to work in our country and the world. These jobs include working for the military, caring for the environment, enforcing laws, or checking that foods and medicines are safe. This graph shows the number of federal government workers in different years, but every year is shown.



Source: Office of Personnel Management
Chapter 4 • Government, Landmarks, and Symbols

Differentiated Instruction

Special Education: Give students a list of close sentences, one for each year shown in the graph. For example, in 1965, _____ people worked for the federal government. Demonstrate how to find the missing information by pointing to the first year, following the bar up, and then using a ruler to show with what number the bar aligns on the y-axis. Have students take turns repeating the exercise for each year. **Below Level:** Point to the first year on the x-axis, follow the bar up, and use a ruler to show with what number the bar aligns on the y-axis. Explain how to estimate the number based on that alignment. Ask students to repeat the exercise and write a sentence identifying the data for each year shown. **Advanced:** Ask students to restate the generalization that they made about the data in the graph. Then, have them write two to three sentences in which they explain how the data for each individual year supports that generalization. Challenge them to explain why the data varies from decade to decade. What might account for increases and decreases in federal government employment?

Your Turn!

- What do the numbers on the side of the graph show? number of workers
- What do the numbers at the bottom of the graph show? years
- What generalizations can you make based on the graph? The number of federal government employees has mostly gone down over the years shown. I know because the bars mostly get shorter for more recent years.



Map and Graph Skills • Integrated Geography 174

Integrated English Language Development

ELD.P.3.5, ELD.P.3.6

Emerging: On the board, write the label for the y-axis: "Total Federal Government Employees." Point to Total, and explain that it means "all." Point to Federal, and remind students that it means "national." Point to Government Employees, and explain that it means "people who work for government."

Expanding: On the board, write the label for the y-axis: "Total Federal Government Employees." Ask students to write what Total, Federal, and Government Employees each mean. Challenge them to use each word in a sentence explaining what the data in the graph shows.

Bridging: Give students a word web, and have them write Federal Government Employees in the center oval. Ask them to explain what the phrase means in their own words. Then, have them work in groups to list as many types of jobs that federal employees have as possible.

Your Turn!

Apply the Skill

Call on another volunteer to read aloud the U.S. Census Bureau's explanation of the purpose of the graph. Ask: *Which sentence explains the purpose of the graph? (The graph shows the number of people who work for the federal government in different years.)* Remind students to read the labels on the bottom and the side of the graph. Call on a student to read the data for the y-axis. Call on another student to read the data for the x-axis. Point out that the labels on the x-axis are years. Ask: *Do you know how the number of federal government employees changed over the years shown in the graph? (The number of federal government employees generally went down over the years shown.)* Ask: *What information does the graph show? (The number of federal government employees generally went down over the years shown.)*

Draw a line from the top of each bar to the next as you Think Aloud: *Look, my graph shows that my vegetable intake increased for a few days. Then, it dropped back down. The last day, it went back up.*

ACTIVE CLASSROOM

Compare and Contrast: Before class, have students research employment in your local municipality. Organize students into four groups. Give each group the local data and two groups the federal data. Have each group draw a bar graph showing their data. Ask students to write a sentence comparing the data. Call on each group to share their data. To extend the activity, demonstrate how to compare the data in one bar graph to the data in another bar graph.

INTERACTIVITY

Go online to find a three-dimensional graph. Students can...

California

HSS.3.1 Students use maps, globes, and charts to understand geographic information, places, and environments.

Analysis CST.3 Students use data to identify differences between change over time.

anches of the Government

CONTRAST What do the three branches of government have in common? How are they different? (Each branch has some power, given to it under the Constitution. The three branches have different powers.)

DEFINITIONS What bodies and people make the nation? (The bodies of the legislative branch make the nation. The bodies that are made up of the main body is Congress, which is made up of the Senate and the House of Representatives. The legislators in the House make laws.)

IDEA AND DETAILS What details support the main idea of the executive branch carries out the laws? (The president and his executive departments carry out jobs, like printing money, keeping food safe, and protecting our national resources. These jobs make the government work.)

ACTIVE CLASSROOM

Group Networking Distribute or have students draw three-column charts. Go around the room, and have students call off 1, 2, 3. Assign the 1s to record details about the legislative branch in the first column, 2s to record details about the executive branch in the second column, and 3s to record details about the judicial branch in the third column. When students have finished working through the spread, organize them into small groups. Have students take turns teaching the details about their assigned branch and recording the missing notes in their charts.



Donald Trump was elected president of the United States in 2016. He took office in 2017.

Three Branches of the Federal Government

The U.S. Constitution splits the federal, or national, government into three parts, or branches. Each branch has some power. No branch has all the power. All three branches meet in the same city. They work in our nation's capital, Washington, D.C.

The **legislative** branch makes the laws. **Congress** is the legislative group. Congress is made up of the Senate and the House of Representatives. People in the state elect Congress. Legislators must listen to the people who elect them. They also must do what they believe is best for all the people in the country.

The president of the United States leads the **executive** branch. This branch carries out the laws that the legislative branch makes. The president can sign into law what Congress passes or send it back for changes. The executive branch is also in charge of the departments that make the government work. Some of the departments print money, take care of our national parks, keep our food safe, and protect us.

Differentiated Instruction

Special Education: Draw a simple tree with three large branches. Point out that the federal government is like a tree. It splits into three different things but are part of the same system. Tell students to draw their own trees and to label the trunk federal government and the branches executive, legislative, and judicial.

Below Level: Draw attention to the title of the subsection, "Three Branches of Government." Point out that trees have branches. Ask students to draw a tree for the federal government. Have them add and label three main branches. Then, tell them to add smaller branches with additional details to the main branches.

Advanced: Challenge students to draw a tree on a poster. They should diagram the branches of federal government, including jobs and leaders. Display the posters in the class. Ask them to explain how sharing powers among branches makes the body of the tree—the government itself—stronger.

The **judicial** branch makes certain the laws follow what is in the U.S. Constitution. The judicial branch is made up of federal courts. It is the Supreme Court above all other courts. It is important for people to obey the rules and laws. There are **consequences** if people violate, or do not follow, laws. It is also important that laws are used in ways that are fair for all.

It takes all three branches to make our national government work. It also takes everyone in the country doing their part by telling legislators what is important, voting, and following the rules and laws.

2 Reading Check

Discuss and list some duties of each branch of government.

What Does Each Branch of Government Do?

Legislative (Congress)	Judicial (Supreme Court)	Executive (Presidential)
makes laws	decides if laws follow the Constitution	carries out the laws

Curriculum Connections: Reading

Obtain a copy of *The True Story of the Three Little Pigs* by Jon Scieszka. Read aloud the story with the class. When you have finished, ask: What laws did the Big Bad Wolf supposedly violate? (He supposedly attacked the pigs, ate two of them, and destroyed their property.) Ask: What consequences did the Big Bad Wolf suffer? (He went to jail.) Ask: Why do you think jail is a consequence for violating laws? (Laws might help keep people who break the law from breaking more laws. They do not want to go to jail.) Ask: What does the book suggest about why we have laws and government? Allow students two minutes to think and write a response. Then, call on volunteers to share their ideas.

EXPRESS PROBLEMS CLEARLY What problems does the judicial branch try to solve? (It tries to solve problems that occur when laws do not follow what is in the Constitution.)

DRAW CONCLUSIONS Why do you think we have so many different courts to decide questions of law? (Students' answers will vary but should show an understanding that the nation has many people and many laws, so different courts help ensure that the laws are applied fairly for everyone.)

SYNTHESIZE INFORMATION Why should people follow laws? (Possible responses include to avoid the consequences of violating laws and doing their part as citizens.)

The BIG Question CHECK UNDERSTANDING We have government to provide laws and services for citizens and to hold together and defend the nation. Why do we have three branches of government? (We have three branches of government to keep any one branch from having all the power.)

ACTIVE CLASSROOM Create a collage. Assign students to investigate ways that citizens, including young people like themselves, can take part in the federal government. Have them make collages, using supplies and media, to show their findings.

Rap About It!



Our Constitution: The Government Plan

Preview the chapter **vocabulary** as you sing the rap:

Before creating a government, we made the
Constitution,

An important document that we consider a
solution,

A plan that explains how our country works
To serve the people and keep our safety first.

Legislative is the branch that makes the laws,
Two houses of **Congress**—each with its own
cause.

The **executive** branch is headed up by the
president,
The commander in chief for all our country's
residents.

The **judicial** branch has a vital contribution:
Making sure laws are fair and sticking to the
Constitution.



Next Steps





Pilot 2 Programs with 6 Teachers

1. TCI - current program in grades 6-8
 - a. February and March

2. Savvas
 - a. April and May



Recommendation to Board

June 2026:

Board to review program recommendation

The background is a solid orange color. In the top-left corner, there are three vertical bars of varying heights, each composed of several overlapping semi-transparent orange circles. In the bottom-right corner, there are four vertical bars of increasing height from left to right, each also composed of several overlapping semi-transparent orange circles.

Q & A