

Grade 5: North American Government

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to identify the roles of individuals and institutions in order to explain the social and political systems in North America. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. <u>Content Standards:</u> - Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. - Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. - Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. - Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. - Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. - Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. - Civ.7.3-5. Apply civic virtues and democratic principles in school settings. - Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. - Civ.9.3-5. Use deliberative processes when making decisions or	Transfer	
	Students will be able to independently use their learning to act as responsible citizens, making informed decisions.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - people demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. - in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. - principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. - active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action.	ESSENTIAL QUESTIONS What makes a government effective?
Acquisition		

reaching judgments as a group. • Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. • Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. • Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. • Civ.13.3-5. Explain how policies are developed to address public problems. • Civ.14.3-5. Illustrate historical and contemporary means of changing society. • Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides. • D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. • D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. • D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.	<i>Students will know...</i> • that the purpose of government is to protect the rights of citizens and to promote the common good; and that the United States government establishes rights, freedoms, and responsibilities for its citizens. • that virtues and principles guide the government (ie: honesty, mutual respect, cooperation, consent of the governed, limited government, equality, freedom, respect for individual rights, etc.) • that one's beliefs, experiences, perspectives and values influence a person's point of view regarding civic issues. • the functions and responsibilities of the three branches of US government (including that checks and balances parallel the state system). • the process for electing or appointing US government officials. • the process for a bill to become a law in the United States (and that federal laws are made to address public concerns and problems). • that groups must deliberate to reach consensus. • the origin of the federal governments of the United States, Canada, and Mexico • several (milestone) changes in US government over time (including women's suffrage, the abolition of slavery, and child labor laws) • how the government pays for the goods and services it provides in each of the North American countries. (budget, taxes, etc.) • the structure and function of the Canadian government: • democratic constitutional monarchy • federal system of parliamentary gov't • executive, judicial, legislative branches • role of the Sovereign, Governor General, and Prime Minister • Commonwealth Structure and the House of	<i>Students will be skilled at...</i> • distinguishing powers and responsibilities. • explaining the origins and purposes of rules, laws, and constitutional provisions • applying civic virtues and democratic principles. • using deliberative processes. • comparing and contrasting decision making procedures. • illustrating change over time. • identifying point of view. • taking informed action.
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	Commons ● political party system ● British North America Act and the Canadian Bill of Rights ● the structure and function of the Mexican government: ● Federal Republic ● executive, judicial, legislative branches ● political constitution of the United Mexican States (1917) <u>vocabulary:</u> branches of government, two party system, US Constitution, Bill of Rights, Amendments, democracy, executive branch, Speaker of the House, President, Vice-President, Secretary of State, Cabinet, House of Representatives, judicial branch, legislative branch, Representative, senate, Senator, Supreme Court, veto, suffrage, abolition, monarchy, Parliament, Sovereign, Governor General, Prime Minister, Federal Republic, common good, bill, consensus	
Content Area Literacy Standards		21 st Century Skills
not applicable		● make judgments and decisions ● communicate clearly ● access and evaluate information ● use systems thinking

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

