



## Marietta City Schools 2023-2024 District Unit Planner

### *Second Grade*

Topic Title:

*#3 The Government - Rules to Live By*

Unit Duration

*3 weeks*

Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

***What enduring understandings will students gain from this unit?*** Rules, laws, and leaders help citizens function as a community.

### GSE Standards

#### ELA

ELAGSE2RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2RI4 Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

ELAGSE2RI5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

ELAGSE2RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

ELAGSE2W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

#### Social Studies

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:

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

### Essential Questions

#### **Factual—**

What is a law?

Who makes and enforces laws?

#### **Inferential—**

How do regular citizens participate in the government?

How do people decide who or what to vote for and against?

#### **Critical Thinking-**

Which elected official has the most impact on your daily life?

What is the most important law for all people to follow?

What would happen if all governments disbanded?

#### **Tier II Words-** High Frequency Multiple Meaning

government, law, leader, executive, branch, level

#### **Tier III Words-** Subject/ Content Related Words

president, governor, mayor, White House, Capitol

**Assessments-** 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.

**Transfer of Integrated Skills:**

*What Is A Law? ReadWorks 400L, Formative*

Standards:

ELAGSE2RI4 Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

ELAGSE2RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

*Our Government 610L, Summative*

Standards:

ELAGSE2RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELAGSE2RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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 (a-c).

**Content-Specific GSE/Skills:**

*Compare Elected Officials, Summative Performance Task*

1. Provide students with three column organizer and explain its use for comparing differences between objects or ideas.
2. Have students sort the terms and elected officials covered during this unit to compare based on their powers, level, and where they work.

Standards:

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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

**Writing Task and Rubric:**

*Who's in Charge?*

1. Ask students to brainstorm different ways that each level of elected official (president, governor, mayor) impacts the lives of children.
2. Have students plan and draft an opinion writing explaining which elected official they think has the biggest impact on their daily lives.
3. Provide students with [Expository Paper](#) for them to draft their opinion and draw the elected official they chose and the [Opinion Checklist](#) to guide their work.
4. Use the [Opinion Writing Rubric](#) to score their final products.

Standards:

ELAGSE2W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Objective or Content	Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension	<a href="#">15-Day Plan: Government - Rules to Live By</a>	
Connected Structured Literacy Activities	<ul style="list-style-type: none"> <li>● <b>Phonemic Awareness Strategy: Elkonin Boxes</b> are a great multisensory activity to improve phoneme segmenting abilities. Provide blocks or tokens. Have students move and say key words from books in this unit as they separate the tokens into little boxes--<i>leader</i> /l/ /ē/ /d/ /er/ or <i>branch</i> /b/ /r/ /a/ /n/ /ch/. Listening to segment phonemes rather than decode or spell graphemes allows you to use words that involve letter sounds not already taught.</li> <li>● <b>Vocabulary Strategy: Concept Sort:</b> Create a set of index cards featuring key vocabulary from this unit along with a picture that represents the word. Collaboratively sort the words into categories that align with big ideas in this unit--officials, documents, branches, laws.</li> </ul>	
Connected SS Experiences	<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. Play additional games to assure students understand the terms
	<a href="#">How to fold your flip book</a> Screencast Will support as needed with creating the flipbook- students add to the flipbook after lessons about each leader.	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.
	<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	
	<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  <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.	

	<a href="#">Who is in Charge</a> Create a poster for one elected official				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
Connected Tier 1 Unit	<a href="#">CKLA: Lessons in Civics (K-2nd)</a>				
Connected Writing Activities	<a href="#">TVF - Topic, Verb, Finish the Sentence</a> *Complete after reading “Levels of Government” on Day 4, Week 1.				
Additional Planning Resources					
<a href="#">MCS K-5 KBU Overview</a>	<a href="#">KBU as a 15-day Plan (Template)</a>	<a href="#">MCS Structured Literacy Repository</a>	<a href="#">Berger Framework for Comprehension (Template)</a>	<a href="#">The Writing Revolution (Templates)</a>	
Additional Instructional Resources					
Suggested High Quality Complex Texts					
Suggested Experiential Resources					