


3rd Grade Social Studies Curriculum Bundle #5

Title		Suggested Dates
Our Government		November 16 – December 4, 2009 (12 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • As members of our community, we have rights and responsibilities. 	<ul style="list-style-type: none"> • Why do we have governments? • Who works in the government and how do they get their jobs? • What does the government do for us? • What do we do to support the government?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>3.2 History. The student understands common characteristics of communities, past and present. The student is expected to:</p> <p>3.2A identify reasons people have formed communities, including a need for security, law, and material well-being; and</p> <p>Health3.8 Personal / Interpersonal Skills. The students understands how relationships can positively and negatively influence individual and community health</p> <p>Health3.8B describe ways in which peers and families can work together to build a healthy community</p>	<p>Security Police, fire department, EMS</p> <p>Law City council</p> <p>Material well-being Courts and judges Transportation – roads and bus system Library Schools</p>	<p>Textbook pages 78-81</p>
<p>3.9 Government. The student understands the basic structure and functions of local government. The student is expected to:</p> <p>3.9A describe the basic structure of government in the local community;</p>	<p>Executive: mayor</p> <p>Legislative: City council</p> <p>Judicial:</p>	<p>Information on Austin’s Government Information on Pflugerville’s Government Information on Manor’s Government Information on Round Rock’s Government</p> <p>Textbook page numbers 90-95</p>

3rd Grade Social Studies Curriculum Bundle #5

	<p>county courts</p> <p>TEACHER NOTE: Research the government which corresponds with your school’s address. (Pflugerville, Austin, Round Rock)</p>	
<p>3.9 Government. The student understands the basic structure and functions of local government. The student is expected to:</p> <p>3.9B identify services commonly provided by local governments;</p>	<ul style="list-style-type: none"> • Safety and health • Public education including schools, museums and libraries • Parks and Recreation including sports facilities • Public works including garbage collection, including road maintenance and construction, transportation including bus or subway systems, airports, utilities (water, gas, electricity) 	Textbook pages 84-89
<p>3.9 Government. The student understands the basic structure and functions of local government. The student is expected to:</p> <p>3.9C identify local government officials and explain how they are chosen;</p>	<ul style="list-style-type: none"> • Elected: mayor, city council, sheriff, members of school board • Appointed: municipal court judges • Hired: police chief, city manager (hired only after the city council approves them) • Volunteers: volunteer fire fighters, animal shelter volunteers, library volunteers 	Textbook pages on “Leaders in the Community” are 74-77
<p>3.9 Government. The student understands the basic structure and functions of local government. The student is expected to:</p> <p>3.9D explain how local government services are financed; and</p>	<ul style="list-style-type: none"> • Property and sales taxes • Grants from state and national governments <p>TEACHER NOTE: Please note that it may be harder to explain the concept of property taxes to students who are living in apartments because how those property taxes are paid isn’t as clearly defined. Taxes pay for services people need or want from the local government such as fire, police, roads and schools. School employees, facilities (playground, etc.) and the free or reduced lunch program are financed by taxes.</p>	Textbook pages 84-89
<p>3.9 Government. The student understands the basic structure and functions of local government. The student is expected to:</p> <p>3.9E explain the importance of the consent of the governed to the functions of local government.</p>	<p>Consent of the governed is a social contract between the government and its people. Decisions are approved by the voters through their votes.</p> <p>TEACHER NOTE: It might be easiest to explain this in terms of town hall meetings and/or how our elected</p>	Textbook pages 110-113

3rd Grade Social Studies Curriculum Bundle #5

	<p>representatives are supposed to make laws and decisions that represent what we would like them to do. If they don't represent us well, then we can elect different people during the next election. The TEKS are pulling this concept most directly from the Declaration of Independence states "...Governments are instituted among Men, deriving their just Powers from the Consent of the Governed..." It also appears first in the U.S. Constitution with "We the People" to emphasize that the people rule.</p>	
<p>3.10 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:</p> <p>3.10C identify and explain the importance of acts of civic responsibility, including obeying laws and voting; and</p>	<p>Acts of civic responsibility:</p> <ul style="list-style-type: none"> • Obey laws • Pay taxes • Vote 	<p>Textbook page numbers 114-115</p>
<p>3.11 Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:</p> <p>3.11A give examples of community changes that result from individual or group decisions;</p>	<p>Including local issues that have been addressed by writing letters to officials.</p> <p>TEACHER NOTE: You could address this TEKS by having students identify concerns in their community and write letters (as individuals, groups, or whole class) to local officials to try to effect change. For example, anti-smoking, garbage recycling, etc.</p>	<p>"Thank You, Sarah: The Woman Who Saved Thanksgiving"—great book to springboard this topic</p> <p>INCLUDE LINKS FOR LOCAL OFFICIAL ADDRESSES</p>
<p>3.11 Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:</p> <p>3.11B identify examples of actions individuals and groups can take to improve the community; and</p> <p>Health3.10 Personal / Interpersonal Skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others</p> <p>Health3.10A demonstrate respectful communication with family members, peers, teachers, and others</p> <p>Health3.10B describe the mental-health value of respectful communication such as reducing the</p>		

3rd Grade Social Studies Curriculum Bundle #5

<p>potential for angry behavior</p> <p>Health3.11 Personal / Interpersonal Skills. The student recognizes critical thinking, decision-making, goal-setting, and problem-solving skills for making health promoting decisions</p> <p>Health3.11A practice critical thinking skills when making health decisions</p> <p>Health3.11B gather data to help make informed health choices</p> <p>Health3.11G explain the importance of time passage with respect to a goal</p>		
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		