Title: Roles of city Boards in Mitchell

Subject Matter Emphasis and Level: Grade 3 Social Studies

Author: Wendi Schnabel

School District: Mitchell School District

Email: wendi.schnabel@k12.sd.us

Brief Description of the Lesson/Unit:

Students will role-play that the class is the city of Mitchell. Within this community the students will form city boards to make a law for Mitchell (our classroom) and carry out.

SD Content Standards:

3.C.1.1: Recognize government agencies and their roles in a community.

I can role-play the jobs of parks and recreation, public safety, landfill, and hospital to help our community.

Stage 1: Identify Desired Results

1. What enduring understandings are desired?
   Students till understand city government agencies and their roles in a community.

2. What essential questions will guide this unit and focus teaching/learning?
How do government agencies affect our community?

3. What key knowledge and skills will students acquire as a result of this unit?

   Recognize and explain city boards and their roles in Mitchell.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?

   Earlier this year we learned about communities. How a community meets each student needs and were they choose to live effects how they live. I feel that students have a difficult time understanding how a community and the decisions they make effect how they live.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

   Performance Tasks:

   The students will be assigned a city board. They will work in groups of 3 or more. The students will be given a rubric that explains to them that they are responsible for researching the job of a city board. They are required to role-play the job of the city board to help or community.

   Other Evidence:
   *Quizzes, Tests, Prompts, Work Samples (summarized):

   Their summative assessment will be role-playing their presentations.

   Unprompted Evidence: (observations, dialogues, etc.)

   I will observe their research and dialogue with each other as they are researching the city boards.
**Student Self-Assessment**

Students will assess one another’s role-playing. They will write one or two sentences describing what they learned by watching the role-play.

### Stage 3: Plan Learning Experiences and Instruction

1. **What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?**

**Major Learning Activities:**

Resarching city boards to role-play that boards responsibility. Writing scripts will challenge students to write in complete sentences.

**Materials & Resources (technology & print):**

The students must have prior knowledge of role-playing. Computers to research city board jobs.

- Paper
- Pencils
- Books to research city boards

**Management:**

I will monitor the productivity of the students in their small groups. Students will also be graded on paragraphs that they will write on their reviews of the other groups.

**Support Services and Special Teacher Notes:**

None

**Extensions and Adaptation:**

None
2. What differentiated instruction strategies are being used in this lesson/unit?

**Differentiated Process:**

The students will be using web sites, books, and prior knowledge to complete this project. While writing and role playing offer each student to work within their level of learning comfortably to contribute to their group.

**Differentiated Content:**

Students will: access the internet to research material, different levels of reading materials, and original ideas.

**Differentiated Product:**

Each groups role-playing will be different, as will each students involvement. Students may be more involved in research, writing, and role-playing,