

Unit 5: Citizenship and Civic Engagement

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies - Grade 3

Unit 5: Citizenship and Civic Engagement

Belleville Board of Education

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Unit Overview

In Unit 5, students will learn about citizenship and civic engagement. Students will also learn the reasons for rules and laws. They will realize the importance of being a good citizen. Students will learn about the contributions of people throughout history in securing American rights. Lastly, students will learn what makes people heroes.

Enduring Understanding

- Students will learn about citizenship and civic engagement.
- There are reasons for rules and laws.
- Being a good citizen is important.
- People throughout history have made contributions in order to secure American rights.
- The people who worked hard to protect our rights and freedom are now known as American heroes.

Essential Questions

- How can I participate?
- Why do we have rules and laws and what happens when they are not followed?
- How can I be a good citizen?
- Who were the people who fought for the rights and freedoms of our country's citizens?
- What made certain people American heroes?

Exit Skills

By the end of Grade 3, Social Studies Unit 5, the student should be able to:

- Use prior knowledge to gain understanding.
- Make meaningful connections to personal experience.
- Establish meaning.
- Express an opinion on a topic.
- Identify facts that support an opinion.
- Lead a discussion on a topic.
- Discuss the compelling question "Which do you think is more beneficial to your community, voting or volunteering?"
- Identify the rights and responsibilities of citizenship.
- Compare and contrast rules and laws.
- Identify possible consequences for breaking rules and laws.
- Identify the importance of good citizenship.
- Understand the benefits of civic engagement.
- Identify how technology has affected civic engagement around the world.
- Describe actions and contributions of historical figures who have helped secure the rights and freedoms of our country's citizens.
- Understand the qualities of a hero.
- Identify heroes from our country's history.

New Jersey Student Learning Standards (NJSLS-S)

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the content-level and cross-curricular **New Jersey Student Learning Standards** applicable to the unit. Do not list standards that are not used in the unit.

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
SOC.6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
SOC.6.1.4.A.CS1	Rules and laws are developed to protect people’s rights and the security and welfare of society.
SOC.6.1.4.A.CS2	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
SOC.6.1.4.A.CS3	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
SOC.6.1.4.A.CS7	The United States democratic system requires active participation of its citizens.

Interdisciplinary Connections

LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts,

	or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Learning Objectives

- Use prior knowledge to gain understanding.
- Identify meaningful connections to personal experience.
- Formulate meaning.
- Justify an opinion on a topic.
- Identify facts that support an opinion.
- Organize a discussion on a topic.
- Analyze the compelling question "Which do you think is more beneficial to your community, voting or volunteering?"
- Identify the rights and responsibilities of citizenship.
- Compare and contrast rules and laws.
- Identify possible consequences for breaking rules and laws.
- Identify the importance of good citizenship.
- Justify the benefits of civic engagement.
- Justify how technology has affected civic engagement around the world.
- Research actions and contributions of historical figures who have helped secure the rights and freedoms of our country's citizens.
- Analyze the qualities of a hero.
- Identify heroes from our country's history.

Suggested Activities & Best Practices

- **Chapter 5: Lesson 1**
- Use the following Student Activity Mats to provide students with hands-on support and practice: Who, What, Where in the United States, Mat 4A and Quest, Mat 4 B
- Work with a partner and act out a time when you were nice to someone. Perhaps you helped someone with a problem or said something nice. Discuss with your partner how being nice makes you feel and how it feels when someone is nice to

you.

- Write one classroom rule in the center of a word web on the board. Ask students to suggest consequences for not following the rule. Record their answers in the blank circles.
- **Chapter 5: Lesson 2**
- As a class, think of ways people can be good citizens. When you have an idea, raise your hand. When your teacher selects you, stand and say your idea. The teacher will then write each idea on the board.
- **Chapter 5: Lesson 3**
- Form a small group and choose a topic to discuss. For example, you might choose a movie, a band, a subject in school, or something important going on in your school, community, or state. Take turns standing up and giving your opinion about the topic.
- **Chapter 5: Lesson 4**
- When have you ever been brave? Talk with a partner and share stories of a time when you were brave.
- **myWorld Activity Guide Book page 83**
- Create a public service announcement to teach others what makes an ideal citizen. A public service announcement is a message created in order to change a group's behavior or way of thinking.
- **myWorld Activity Guide Book page 85**
- Create a song or poem about a hero.
- **myWorld Activity Guide Book page 88**
- Create a good citizen illustration
- **myWorld Activity Guide Book page 89**
- What would you do? Resolve a scenario using a citizenship trait.
- **myWorld Activity Guide Book page 91**
- Sort biographies into traits of citizenship categories.

Evidence of Student Learning - Checking for Understanding (CFU)

- Thumb-Ometer
- Red Light, Green Light
- Exit Tickets
- Common benchmarks
- Evaluation rubrics
- Self-assessments
- Unit tests
- Quizzes
- Journals
- KWL Chart
- Teacher Observation Checklist
- Explaining
- Evaluate
- Describe
- Define
- Compare & Contrast

- Illustration
- Study Guide
- Think, Write, Pair, Share
- Think, Pair, Share

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Social Studies Pearson: myWorld Interactive Grade 3 Teacher's Edition, Student Activity Mats, Activity Guide, Student myWorld Interactive book

Ancillary Resources

www.pearsonrealize.com

<https://www.tikatok.com/>

<https://www.Kids.gov>

<https://www.usmint.gov/kids>

Technology Infusion

- Smart TV
- Laptops
- Microsoft Word
- Microsoft Powerpoint
- Websites such as:
- www.pearsonrealize.com
- <https://www.tikatok.com/>
- relevant YouTube/TeacherTube videos

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical thinking and Problem Solving

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- Media Literacy

21st Century Skills

- Global Awareness
- Environmental Literacy
- Civic Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups

- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology:

