GR 3 Unit 4 Civics

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **Sept. - Oct.**
Status: **Published**

Unit Overview

Unit Title: Foundations of History

Essential Question: How can being an active citizen benefit others?

- oDistinguish between public and private services.
- oAnalyze images related to various public services.
- oEvaluate the relative importance of different public services.
- oUse a bar graph and a pictograph to represent numerical data.
- oIdentify the three main levels of government in the United States and the basic law that all of them must obey.
- oDescribe the main responsibilities of individuals at various levels of government.
- oIdentify four ways for people to have a voice in their community.
- oEvaluate arguments for opposing positions on an issue.
- oDescribe a step-by-step process for preparing to vote responsibly in an election.
- oIdentify specific ways of showing public virtue.
- oDevelop a detailed proposal for a community project to help the world around them.
- oEvaluate and compare ideas for community projects.

Standards

6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
	In a representative democracy, individuals elect representatives to act on the behalf of the people.
	Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level.
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
	Civics, Government, and Human Rights: Democratic Principles
6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
	There are different processes for establishing rules and laws.

	Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
	Civics, Government, and Human Rights: Civic Mindedness

Materials/Activities/Resources

Core materials: Social Studies Alive! Our Community and Beyond: https://www.review.teachtci.com/our-community-and-beyond-scope-and-sequence/full-view.html?p=1

Social Studies Alive! Our Community and Beyond Primary Source Library: https://subscriptions.teachtci.com/shared/programs/424/reference_materials?selected_unit_id=382&tag=Primary+Source+Library

Supplemental Resources:

Newsela Social Studies Compendium: https://newsela.com/signin

Flocabulary: www.Flocabulary.com

Amistad curriculum units are offered here: http://www.njamistadcurriculum.net/history/units

NJ Mandated Curriculum Crosswalk Teacher Resource

Technology

Full list on district teacher page

Map resources:

https://mapmaker.nationalgeographic.org/

https://earth.google.com/web/

Assessment

Formative Assessment

- Teacher Observation
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- Lesson Tests
- Unit Tests
- RSTs
- Essays

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Leveled texts in NewsELA

- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Leveled texts in NewsELA
- Preferred seating
- Extended time for completing tasks
- Graphic organizers

● Vocabulary support

At-Risk of Failure

● Additional time during intervention time
● Graphic organizers
● Vocabulary support

Gifted & Talented

● Independent projects
● Leveled texts in NewsELA

Interdisciplinary Connections

ELA Connections:

- Orally debate the importance of various public services. (listening and speaking)
- Write a proclamation. (writing)
- Listen to a podcast and summarize the main ideas (listening)
- Produce a podcast that includes an interview. (speaking)
- Write a dialogue for an introduction, compose interview questions, and include a summary dialogue for a podcast. (writing)
- Make a short speech taking a position on an issue. (speaking)
- Listen to opposing views before making a decision on an issue. (listening)
- Write brief statements giving supporting reasons for positions taken on an issue. (writing)
- Match slogans to key concepts that they represent. (reading)
- Orally present a proposal for a community project and answer questions. (speaking)
- Listen carefully to oral presentations of project ideas and ask appropriate questions. (listening)

Climate Change

Section 1. Help Fight Air Pollution

Section 2. Make Less Waste

Section3. Help Save Energy and Water

Secontion 4. Help Keep Animals Safe

Section 5. Help Save Animal Habitats.

NJ Mandated Curriculum: Galloway Teacher Resource Crosswalk

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Noticing, Seeking Challenges, Purpose, Growth Mindset, Belonging

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.