

# GR 3 Unit 4 Civics

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

## Unit Overview

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Unit Title: Foundations of History

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

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

## Standards

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SOC.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.
SOC.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.
SOC.6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
SOC.6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level.
SOC.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
SOC.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.

SOC.6.1.5.CivicsPR.3

Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.

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**

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**Core materials:** Social Studies Alive! Our Community and Beyond: <https://www.review.teachtc.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.teachtc.com/shared/programs/424/reference\\_materials?selected\\_unit\\_id=382&tag=Primary+Source+Library](https://subscriptions.teachtc.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](http://www.Flocabulary.com)

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

[NJ Mandated Curriculum Crosswalk Teacher Resource](#)

## **Technology**

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Full list on district teacher page

Map resources:

<https://mapmaker.nationalgeographic.org/>

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

## **Assessment**

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### **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**

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### **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**

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### **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

Section 3. Help Save Energy and Water

Section 4. Help Keep Animals Safe

Section 5. Help Save Animal Habitats.

## **Social and Emotional Learning Connections**

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

## **21st Century Life Literacies & Key Skills**

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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**

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- 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.