

Unit 1: Civics, Government, and Human Rights (Weeks 1-8)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

The purpose of this unit is for children to learn how Americans choose leaders and make laws by looking at the rights and responsibilities of citizens and by discovering how the governments of a community, a state, and our country are alike and different.

ESSENTIAL QUESTIONS

How can citizens be responsible in their community?

How does government help people?

Why do we need leaders?

How does our country's government work?

What are the jobs of our community and state governments?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades K-2 - Social Studies (2020)

6.1.2.CivicsPI.1:

Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

6.1.2.CivicsPI.2:

Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

6.1.2.CivicsPI.3:

Explain how individuals work with different levels of government to make rules

6.1.2.CivicsPI.4:

Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5:

Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPI.6:

Explain what government is and its function

6.1.2.CivicsPD.1:

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsDP.2:

Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

6.1.2.CivicsPR.1:

Determine what makes a good rule or law.

6.1.2.CivicsPR.2:

Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3:

Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4:

Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.1:

Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

SOC.6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
SOC.6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
SOC.6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.6.1.2.CivicsPI.6	Explain what government is and its function.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
SOC.6.1.2.CivicsPR.1	Determine what makes a good rule or law.
SOC.6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
SOC.6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

SOC.6.1.2.CivicsCM.1

Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

PFL.9.1.2.CR.1

Recognize ways to volunteer in the classroom, school and community.

PFL.9.1.4.A.1

Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

WRK.9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

CAEP.9.2.4.A.1

Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

CAEP.9.2.4.A.2

Identify various life roles and civic and work - related activities in the school, home, and community.

TECH.9.4.2.CT.1

Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.K-2.8.2.2.ITH.5

Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

PRE-ASSESSMENTS

Pre-assessment attached below.

[Unit 1 Pre-Assessment](#)

INSTRUCTIONAL PLAN

MODULE 1

AAP1 : https://drive.google.com/drive/folders/1TCbM_2v-Ut4yEWfH-tZBJwYLgWMOGflv

LGBT/Disabled Americans Folder: <https://drive.google.com/drive/folders/10SYTqd0QHgAsi6BAT-w0HSfA5IOm-ye3>

Crosswalk Folder: <https://collsk12.oucoursesystems.com/#curriculum>

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 1 We are learning to explain citizens' rights and responsibilities at home, at school, and in the community.</p>
<p>Student Learning Strategies</p>	<p>Students will</p> <ul style="list-style-type: none"> - identify the different roles and responsibilities of citizens in a community - explain the roles/responsibilities and how community members play an important role in their neighborhood - justify why it is important for citizens to assume responsibilities in society
<p>Success Criteria</p>	<p>I can explain my roles and responsibilities as a citizen, student, and family member.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> - Turn & talk - Class discussion - Word Web
<p>Activities and Resources</p>	<p>Watch & Discuss: Rights and Responsibilities on BrainPop, Jr.</p> <p>Activity: Students work collaboratively (in partners, groups, or as a whole class) to create word webs showing their roles and responsibilities as citizens, students, and family members.</p> <p>Share: Students share their word webs. These can also be displayed in the hallway or on a bulletin board.</p>
<p>Suggested Modifications</p>	<p>English Language Learners Native language support:</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and</p>

manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a

student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 2 We are learning to recognize the need for rules and laws, and to identify the consequences of breaking rules and laws.
Student Learning Strategies	Students will - explain the purpose of rules and consequences - identify examples of rules and consequences
Success Criteria	- I can explain the need for rules and laws. - I can identify the consequences of breaking rules and laws.
Formative Assessment (drives instructional decisions)	- Turn & talk - Class discussion - Chart
Activities and Resources	Watch & Discuss: Laws, Rights, and Responsibilities on Epic! Activity: Make a class list of rules or laws at home, in school, and in the community. Then have students propose consequences for breaking those rules or laws. You may choose to do this on chart paper to be displayed on the bulletin board, or in students' Social Studies notebooks.
Suggested Modifications	English Language Learners Native language support: Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete

an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

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MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 3 We are learning to understand the Constitution.
Student Learning Strategies	Students will <ul style="list-style-type: none">- explain what the U.S. Constitution is and its purpose- collaborate to create a classroom Constitution
Success Criteria	<ul style="list-style-type: none">- I can describe the U.S. Constitution and its importance.- I can participate in creating a Constitution for our classroom.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">- Turn & talk- Class discussion- Chart
Activities and Resources	Watch (optional): The Constitution for Kids Activity: Students will make the Constitution Day Mini-Book. Read together and discuss as a class. Chart Working together as a class, write a “Class Constitution”, listing the important rules of your classroom. You may choose to do this on chart paper to be displayed on the bulletin board, or in students’ Social Studies notebooks.
Suggested Modifications	English Language Learners Native language support: Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

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[Constitution Day Mini-Book](#)

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 4 We are learning to understand Susan B. Anthony's contributions to our history.
Student Learning Strategies	Students will - explain Susan B. Anthony's contributions to women's rights - provide examples of issues Susan B. Anthony fought for/against
Success Criteria	I can explain how Susan B. Anthony helped change laws to protect the rights of herself and others.
Formative Assessment (drives instructional decisions)	- Turn & talk - Class discussion - Poster - Writing assignment - Optional Quiz
Activities and Resources	Watch & Discuss: BrainPopJr video: Biography of Susan B. Anthony Activity Choices: Choice 1: Have students brainstorm ideas of what posters from the women's suffrage movement might look like. Then, using art supplies or the " Draw About It " feature on BrainPopJr, have students create posters.

Choice 2:

Provide students with the following writing prompt to answer and illustrate: *Susan B. Anthony fought for suffrage and equal rights. What issues do you think are worth fighting for?*

Optional:

BrainPopJr quiz

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[Lesson 4 Writing Prompt](#)

[Lesson 4 Poster Design](#)

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 5 We are learning to understand taxes and government services.
Student Learning Strategies	Students will - explain what taxes are - provide examples of services provided through tax payments - justify the use of tax money for government services
Success Criteria	- I can explain the purpose of taxes. - I can provide examples of government services and explain how they are helpful.

Formative Assessment (drives instructional decisions)

- Turn & talk
- Class discussion
- Chart
- Writing

Activities and Resources

Watch & Discuss:

[What are Taxes?](#) on YouTube.

Chart:

Make a class list of government services in our community. You may choose to do this on chart paper to be displayed on the bulletin board, or in students' Social Studies notebooks.

Activity:

Students choose a government service from the list and write/illustrate to explain how the service helps them.

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

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Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Lesson 5 Government Services](#)

MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 6 We are learning to understand local and state governments.
Student Learning Strategies	Students will

	<ul style="list-style-type: none"> - explain the components of local government - explain the components of state government - compare and contrast local and state governments
<p>Success Criteria</p>	<p>- I can identify local and state government leaders and their contributions.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> - Turn & talk - Class discussion - Chart - Venn Diagram - Optional Quiz
<p>Activities and Resources</p>	<p>Watch: BrainPopJr video: Local and State Governments</p> <p>Hands-On Activity: Work together as a class, in small groups, or in partners, to complete the Venn Diagram comparing and contrasting local and state governments. You may choose to do this on chart paper to be displayed on the bulletin board, or in students' Social Studies notebooks.</p> <p>Optional: BrainPopJr quiz</p>
<p>Suggested Modifications</p>	<p>English Language Learners Native language support:</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students</p>

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Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

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Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Lesson 6 Venn Diagram](#)

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 7 We are learning to understand the roles of government leaders and how citizens choose leaders.</p>
<p>Student Learning Strategies</p>	<p>Students will</p> <ul style="list-style-type: none"> - explain the roles of government leaders - explain the process of how leaders are chosen - identify local, state, and national leaders
<p>Success Criteria</p>	<ul style="list-style-type: none"> - I can explain why we need leaders. - I can identify local, state, and national leaders and their contributions. - I can explain how citizens choose leaders. - I can describe the voting process.
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> - Turn & talk - Class discussion - Participation in class activity - Worksheet
<p>Activities and Resources</p>	<p>Read OR Watch & Discuss: Harcourt <i>Governing the People</i> Lesson 3: Our Leaders (p24-26 and 28-29). OR What is a Mayor, a Governor, and a President? on YouTube</p> <p>Activity: Create/display a chart showing the contributions of the mayor, governor, and president (refer to Harcourt p26). You may choose to do this on chart paper to be displayed on the bulletin board, or in students' Social Study notebooks. Then, have students complete the "Fill in the Leader" worksheet.</p> <p>Hands-On Activity: Facilitate a mock-election or have students participate in a voting activity.</p>
<p>Suggested Modifications</p>	<p>English Language Learners Native language support:</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to</p>

increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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[Mock Election](#)

[Lesson 7 Chart Government Leaders](#)

[Lesson 7 Fill in the Leader](#)

MODULE 8

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 8 We are learning to understand the branches of government.
Student Learning Strategies	Students will - identify the components and functions of each branch of the U.S. Government
Success Criteria	- I can identify the branches of government - I can explain the functions of each branch of government.
Formative Assessment (drives instructional decisions)	- Turn & talk - Class discussion - Chart - Optional Quiz
Activities and Resources	Watch: BrainPopJr video: Branches of Government Hands-On Activity: Have students complete the Branches of Government cut & glue activity. Optional: BrainPopJr quiz
Suggested Modifications	English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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[Lesson 8 Branches of Government.pdf](#)

MODULE 9

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 9 We are learning to read maps using map keys.
Student Learning Strategies	Students will - explain the function of a map key - identify parts of a map - use a map key to read a map
Success Criteria	- I can explain the purpose of a map key. - I can read and interpret a map using the map key.
Formative Assessment (drives instructional decisions)	- Turn & talk - Class discussion - Worksheet
Activities and Resources	Watch: BrainPopJr video Reading Maps . (*Stop the video at 2:41*) AND/OR Read & Discuss: Harcourt <i>Governing the People</i> Map & Globe Skills (p46-47). Activity: Have students complete the Read a Map Key worksheet.

Suggested Modifications

English Language Learners Native language support:

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[Lesson 9 Map Skills Read a Map Key](#)

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS
