

Unit 1: Civics, Government, and Human Rights (Weeks 1-9)

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

ESSENTIAL QUESTIONS

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

UNIT RATIONALE

This unit focuses on citizenship and government. Learners will be focusing on decision-making and ways to be a good citizen and how it affects rules, laws, and policies. Learners will learn about branches of government along with how government affects local, state, and national communities. Learners will research famous New Jerseyans and figures in the Civil Right Movement.

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 3-5 - Social Studies (2020)

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).

6.1.5.CivicsPI.3:

Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

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.1:

Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.CivicsPR.1:

Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

6.1.5.CivicsPR.3:

Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

6.1.5.CivicsPR.4:

Explain how policies are developed to address public problems.

6.1.5.CivicsHR.2:

Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

6.1.5.CivicsHR.4:

Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.CivicsCM.3:

Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsCM.5:

Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

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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). |
| SOC.6.1.5.CivicsPI.3 | Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. |
| 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.1 | Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. |
| SOC.6.1.5.CivicsPR.1 | Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. |
| SOC.6.1.5.CivicsPR.3 | Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. |
| SOC.6.1.5.CivicsPR.4 | Explain how policies are developed to address public problems. |
| SOC.6.1.5.CivicsHR.2 | Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in |

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| | subsequent generations. |
| SOC.6.1.5.CivicsHR.4 | Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. |
| SOC.6.1.5.CivicsCM.3 | Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. |
| SOC.6.1.5.CivicsCM.5 | Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society. |

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

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| TECH.9.4.5.CT.1 | Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). |
| TECH.9.4.5.CT.2 | Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). |

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

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| CS.3-5.8.1.5.DA.5 | Propose cause and effect relationships, predict outcomes, or communicate ideas using data. |
| CS.3-5.8.1.5.IC.1 | Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. |
| CS.3-5.8.2.5.ED.2 | Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. |
| 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. |
| CAEP.9.2.4.A.3 | Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. |
| CAEP.9.2.4.A.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |
| TECH.8.1.5.B.1 | Collaborative to produce a digital story about a significant local event or issue based on first-person interviews. |
| TECH.8.1.5.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.5.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media |
| TECH.8.1.5.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures. |
| TECH.8.1.5.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |

PRE-ASSESSMENTS

Unit 1 Pre-Assessment [Google Form Link](#)

INSTRUCTIONAL PLAN

MODULE 1

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

LGBT/Disabled Americans Folder: <https://drive.google.com/drive/folders/10SYTqd0QHgAsj6BAT-w0HSfA5IOm-ye3>

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

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | We are learning different procedures for making decisions. |
| Student Learning Strategies | Students will participate in whole group discussions about making decisions at home, school, and in the community. |
| Success Criteria | We know we are successful when we are able to <ul style="list-style-type: none">• identify a decision you make• explain how to make a decision• explain how decisions can be made by the government |
| Formative Assessment (drives instructional decisions) | Turn and Talk Class Discussion Activity |
| Activities and Resources | Read and Discuss Responsible Decision-Making on Epic Led class in a discussion on decisions the students make throughout their days <ul style="list-style-type: none">• in class• in school |

- in the government and society

Activities

Create an anchor chart - to reinforce the decisions the students discuss

Fill out the graphic organizer fill out 10 or more decisions made throughout the day

Decisions Graphic Organizer (attached)

Suggested Modifications

English Language Learners

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

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. Classwork 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, apply acquired knowledge, and/or 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. This way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in a simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

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.

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

[Decision_Making_.pdf](#)

SOC.6.1.5.CivicsPR.1

Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

CS.3-5.8.2.5.ED.2

Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

MODULE 2

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| <p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p> | <p>We are learning about behaviors that promote collaboration and problem-solving.</p> |
| <p>Student Learning Strategies</p> | <p>Students will participate in whole group discussions about identifying problem-solving collaboratively with people from different perspectives.</p> |
| <p>Success Criteria</p> | <p>We will know we are successful when we are able</p> <ul style="list-style-type: none"> • identify a problem or conflict • describe how you can work together |
| <p>Formative Assessment (drives instructional decisions)</p> | <p>Turn and Talk Class Discussion Activity</p> |
| <p>Activities and Resources</p> | <p>Read and Discuss <i>Step Forward with Problem-Solving</i> Epic Books</p> <p>Watch and Discuss Conflict Resolution - BrainPOP Jr. Use the pause points during the video to stop and discuss the questions with the class</p> <p>Activities</p> <ul style="list-style-type: none"> • Anchor Chart for conflicts and problem-solving strategies |

- Brain POP Quiz

English Language Learners

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 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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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. Classwork 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 student 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

Suggested Modifications

work is necessary for those students who are ready to move on at a rate more accelerated than their peers. This way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in a simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

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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.

SOC.6.1.5.CivicsCM.3

Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

MODULE 3

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| <p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p> | <p>We are learning how to unfair actions and how to address them.</p> |
| <p>Student Learning Strategies</p> | <p>Students will participate in whole group discussions about unfair actions and propose fair solutions.</p> |
| <p>Success Criteria</p> | <p>We will know we are successful when we are able to</p> <ul style="list-style-type: none"> • Identify unfair actions • propose a solution to the unfair action |
| <p>Formative Assessment (drives instructional decisions)</p> | <p>Turn and Talk Class Discussion Activity BrainPOPJr Quiz</p> |

Exit Ticket - [Google Form Link](#)

Activities and Resources

Read and Discuss

Harcourt *Our Communities* Unit 1 Lesson 2 People Bring Change page 165 - 167, read with the class

Watch and Discuss

[Bullying - BrainPOP Jr.](#) video with students. Use the pause points in the video to discuss the questions with students

Activities

BrainPOP Bullying - Write About It Assignment (online resource)

- BrainPOP Bullying - Notebook Page (attached)

Suggested Modifications

English Language Learners

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Oral Reading: The teacher will read work orally to students. Classwork 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

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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. This way, G & T students are provided the same opportunity for support as special needs students.

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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.

[Bullying - BrainPOP Jr .pdf](#)

SOC.6.1.5.CivicsHR.4

Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

MODULE 4

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | We are learning to evaluate rules, laws, and policies. |
| Student Learning Strategies | Students will participate in whole group discussions about evaluating rules and laws and their intended purpose. |
| Success Criteria | We will know we are successful when we can <ul style="list-style-type: none">• identify a rule or law• determine if the rules meet their intended purpose |
| Formative Assessment (drives instructional decisions) | Turn and Talk Class Discussion Activity Exit Ticket - Google Form Link |
| Activities and Resources | Read and Discuss <i>Why Do We Need Rules and Laws?</i> Epic Book - School rules vs. community laws - Why rules are important? Harcourt Social Studies <i>Our Communities</i> Unit 1 Lesson 1 What is a community? page 14 - 19 (page 18 - 19 Following Rules and Laws) Activities * Venn Diagram of Rules at Home and Rules at School (attached) * Changing Rules Activity (attached) |
| Suggested Modifications | English Language Learners 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 Chunking: The teacher presents information in a way that makes it easy for students to understand |

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instead of reading it him/herself.

[RulesandLawsVennDiagram-1.pdf](#)

[RulesandLawsFreeWorksheetsCivicsandCitizenship-1.pdf](#)

SOC.6.1.5.CivicsPR.3

Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

MODULE 5

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | We are learning how policies are made to fix a problem. |
| Student Learning Strategies | Students will participate in whole group discussions explaining what a policy is and describing what a public problem is. |
| Success Criteria | We will know we are successful when we are able to <ul style="list-style-type: none">• explain what a policy is• describe a public problem |
| Formative Assessment (drives instructional decisions) | Turn and Talk Class Discussion Activity |
| Activities and Resources | Watch and Discuss Scholastic News - Watch Kids Take Action video link Read and Discuss Using Scholastic News, Read the article Kids Take Action- Activity Have the students come up with their own laws or policy to solve a problem at school or in the community They should explain how their law or rule will fix a problem in school or the community |

Suggested Modifications

English Language Learners

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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Oral Reading: The teacher will read work orally to students. Classwork 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

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.

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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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.

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.

[Createyourownlaw-1.pdf](#)

SOC.6.1.5.CivicsPR.4

Explain how policies are developed to address public problems.

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|--|---|
| <p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p> | <p>We are learning about different ways people participate in government.</p> |
| <p>Student Learning Strategies</p> | <p>Students will participate in whole group discussions about explaining different ways people participate in government.</p> |
| <p>Success Criteria</p> | <p>We will know we are successful when we can</p> <ul style="list-style-type: none"> • explain why people vote • explain why the government has taxes • explain why people serve on a jury |
| <p>Formative Assessment (drives instructional decisions)</p> | <p>Turn and Talk Class Discussion Activity Google Form Exit Ticket Taxes - BrainPOP quiz Rights and Responsibilities - BrainPOP Jr. Quiz</p> |
| <p>Activities and Resources</p> | <p>Read and Discuss Harcourt Social Studies <i>Our Communities</i> Unit 4 Chapter 7 Lesson 2 Duties of Citizens pages 248 - 251</p> <p>Watch and Discuss Rights and Responsibilities - BrainPOP JR Taxes - BrainPOP</p> <p>Activities</p> <ul style="list-style-type: none"> • Complete the BrainPOP Rights and Responsibilities - Notebook Page (attached) • Complete Tax Handout (attached) - Explain how taxes are used in your community • Google Form Exit Ticket |
| <p>Suggested Modifications</p> | <p>English Language Learners 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</p> |

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. Classwork 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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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.

[Rights and Responsibilities - BrainPOP Jr .pdf](#)

[GovernmentandCivicsTaxesWorksheet-1.pdf](#)

SOC.6.1.5.CivicsPI.2

Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

MODULE 7

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | We are learning how people benefit and are challenged by working together. |
| Student Learning Strategies | Students will participate in whole group discussions about how working together can help and be challenging. |
| Success Criteria | We will know we are successful when we are able to describe how people work together in government, the workplace, voluntary organizations, and families |
| Formative Assessment (drives instructional decisions) | Turn and Talk Class Discussion Activity Exit Ticket Google Form |
| Activities and Resources | Read and Discuss |

Epic Books - [Winning by Teamwork](#)

Activities

- Students can participate in a team-building activity. Save Fred activity (attached)
- Teamwork Reflection (attached) - Students can think about how they worked in teams, and what went well? What can be better for the next time?

Suggested Modifications

English Language Learners

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. Classwork 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

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Students at Risk of School Failure

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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.

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.

MODULE 8

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | We are learning about the branches of government. |
| Student Learning Strategies | Students will participate in whole class discussions explaining the branches of government. |
| Success Criteria | We will know we are successful when we are able to <ul style="list-style-type: none">• explain the rights and responsibilities of the legislative branch• explain the rights and responsibilities of the executive branch• explain the rights and responsibilities of the judicial branch |
| Formative Assessment (drives instructional decisions) | Turn and Talk Class Discussion Activity Branches of Government BrainPOP quiz Exit Ticket Google Form |
| Activities and Resources | Read and Discuss Harcourt Social Studies <i>Our Communities</i> Unit 4 Chapter 8 Lesson 1 Structure of Government pages 266 - 269 Watch and Discuss Branches of Government BrainPOP Jr. Activity <ul style="list-style-type: none">• Branches of Government Sort (attached)• BrainPOP - Branches of Government Notebook (attached) |
| Suggested Modifications | English Language Learners Native language support: The teacher provides auditory or written content t |

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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Students with 504 Plans

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Gifted & Talented Strategies

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[Branches of Government - BrainPOP Jr .pdf](#)

[FREETHreeBranchesofGovernmentCutandPasteSort-1.pdf](#)

SOC.6.1.5.CivicsPI.6

Distinguish the roles and responsibilities of the three branches of the national government.

MODULE 9

Student Learning Intentions (SLI) WALT: (We are learning to...)

We are learning how the government functions.

| | |
|--|--|
| Student Learning Strategies | Students will participate in whole group discussions to describe the functions of state and local government. |
| Success Criteria | <p>We will know when we are successful when we able to</p> <ul style="list-style-type: none"> • Describe a function of local government • Describe a function of county government • Describe a function of state government |
| Formative Assessment (drives instructional decisions) | <p>Turn and Talk</p> <p>Class Discussion</p> <p>Activity</p> <p>Local and State Government - BrainPOP quiz</p> <p>Exit Ticket Google Form</p> |
| Activities and Resources | <p>Read and Discuss</p> <p>Harcourt Social Studies <i>Our Communities</i> Unit 4</p> <p>Chapter 8 Lesson 2 Local Government pages 272 - 277</p> <p>Chapter 8 Lesson 3 State and National Government pages 280 - 285</p> <p>Watch and Discuss</p> <p>Local and State Government - BrainPOP Jr.</p> <p>Activities</p> <ul style="list-style-type: none"> • State and Local Elected Officials Organziaer (attached) • Brain POP Local and State Government Notebook (attached) |
| Suggested Modifications | <p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content t 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. Thi 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> <p>Special Education Students</p> <p>Chunking: The teacher presents information in a way that makes it easy for</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.

Students with 504 Plans

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Gifted & Talented Strategies

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[Local and State Governments - BrainPOP Jr .pdf](#)

[ElectedOfficialsLocalandState-1.docx](#)

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.

MODULE 10

Student Learning Intentions (SLI) WALT: (We are learning to...)

We are learning how the actions of Martin Luther King Jr. and other historical civil rights leaders impacted social change.

Student Learning Strategies

Students will participate in whole-class discussions about Martin Luther King Jr. and other civil rights leaders and their impact on social change.

Success Criteria

We will know we are successful when we can

- identify a Civil Rights leader
- explain how the leaders affected social change

Formative Assessment (drives instructional decisions)

Turn and Talk
Class Discussion
Activity
Research Project

Activities and Resources

Read and Discuss
[Epic Books - Civil Rights Leaders](#)

Watch and Discuss
[Jackie Robinson - BrainPOP](#)
[Rosa Parks - BrainPOP](#)
[Harriet Tubman - BrainPOP](#)
[Martin Luther King Jr. - BrainPOP](#)
[Elouise Greenfield - BrainPOP](#)
[Abraham Lincoln - BrainPOP Jr.](#)
[Susan B Anthony - BrainPOP Jr.](#)

Activity
Students will choose one Civil Rights Leader to research and fill out the attached graphic organizer to share what they learned.
Research Project (attached)

Suggested Modifications

English Language Learners
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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Students with 504 Plans

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Gifted & Talented Strategies

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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.

[Civil_Rights_Leaders_Research_Project.pdf](#)

SOC.6.1.5.CivicsHR.2

Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

MODULE 11

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | We are learning about the lives of New Jersey individuals and improved society. |
| Student Learning Strategies | Students will participate in whole group discussions about famous New Jerseyans and how they improved New Jersey |
| Success Criteria | <p>We know we are successful when we can</p> <ul style="list-style-type: none"> • identify a New Jerseyan • explain why the New Jerseyan is important to society |
| Formative Assessment (drives instructional decisions) | <p>Turn and Talk</p> <p>Class Discussion</p> <p>Activity</p> <p>Exit Ticket</p> <p>Research project</p> |
| Activities and Resources | <p>Read and Discuss</p> <p>Epic Collection - People from New Jersey</p> <p>Watch and Discuss</p> |

[Judy Blume - BrainPOP video](#)

[Albert Einstein - BrainPOP](#)

[Thomas Edison - BrainPOP](#)

Activity

Students will choose one famous person from New Jersey to research. They will fill out the graphic organizer to share what they learned.

Research Project (attached)

Suggested Modifications

English Language Learners

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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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. Classwork 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 timer 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 student with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or 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

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in a simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

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.

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 counter. 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.

[Famouse New Jerseyan Leaders Research Project.pdf](#)

SOC.6.1.5.CivicsCM.5

Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

REFLECTIONS

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

LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.K-12.NJSLSA.R10

Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

LA.K-12.NJSLSA.W2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LA.K-12.NJSLSA.SL1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.