

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

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

UNIT RATIONALE

The focus of Unit 1, "Civics, Government and Human Rights," is based upon six disciplinary concepts: Civic and Political Institutions, Participation and Deliberation, Democratic Principles, Processes and Rules, Human and Civil Rights, and Civic Mindedness.

Civic and Political Institutions: Students will learn about our representative democracy, how individuals play a role in how the government functions, and the various levels of government, including their powers and responsibilities.

Participation and Deliberation: Students will learn that through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change. In addition, a major role of citizens in a representative democracy is to make responsible decisions about who should govern.

Democratic Principles: Students will learn about fundamental rights that allow our democracy to function and how it can be seen on all levels of government in society.

Processes and Rules: students will learn about different processes for establishing rules and laws, and that rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.

Human and Civil Rights: Students will learn that it is the responsibility of individuals and institutions at the local, state and national levels to promote human and civil rights.

Civic Mindedness: Students will learn that certain dispositions help individuals contribute to the health of American democracy.

ESSENTIAL QUESTIONS

Week 1: How do people in communities collaborate and problem solve?

Week 2: What dispositions help individuals contribute to the health of American democracy?

Week 3: What role do individuals and institutions play in guaranteeing human and civil rights?

Week 4: How can individuals participate in government and impact policymaking?

Week 5: What are the roles of elected representatives and citizens in a representative democracy?

Week 6: What qualifies someone to run for and hold certain positions in public office?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - 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.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.CivicsPD.2:

Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

6.1.5.CivicsPD.4:

Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.

6.1.5.Civic.DP.1:

Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

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).

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.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.1:

Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.2:

Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

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.4:

Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

6.1.5.CivicsCM.6:

Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

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.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.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
SOC.6.1.5.CivicsPD.4	Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
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).
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.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.
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.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
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.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

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

WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
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.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).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.3-5.8.2.5.NT.2	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
CS.3-5.8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.

PRE-ASSESSMENTS

[Google Form](#)

INSTRUCTIONAL PLAN

MODULE 1

Day 1

AAP: 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.oucoursesystems.com/#curriculum>

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about procedures for making decisions.
Student Learning Strategies	<ul style="list-style-type: none">• SSDP*: Gathering and Evaluating Sources• SSDP: Engaging in Civil Discourse *SSDP: Social Studies Disciplinary Practices
Success Criteria	I can: <ul style="list-style-type: none">• Define ethics.• Rate my values• Identify the values that best serve our class community.• Explain how ethics impact decision making.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Values Rating Worksheet•

	Class discussion of list
Activities and Resources	<ol style="list-style-type: none"> 1. Class Activity: Watch BrainPop Video: Ethics 2. Independent Activity: Complete Values Rating Worksheet 3. Class Activity: Discuss the values that best serve the class.
Suggested Modifications	See "Suggested Modifications" document.

SOC.6.1.5.CivicsPR.1

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

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.IML.1

Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

MODULE 2

Day 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about ways in which people benefit from and are challenged by working together.
Student Learning Strategies	<ul style="list-style-type: none"> • SSDP: Gathering and Evaluating Sources. • SSDP: Developing Claims and Using Evidence.
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • Define benefit and challenge. • Describe the benefits and challenges of working together.

Formative Assessment (drives instructional decisions)	Benefits and Challenges T-chart
Activities and Resources	<ol style="list-style-type: none"> 1. Class Activity: Watch Community Learns Sign Language for Deaf Resident 2. Partner or Independent Activity: Complete Benefits and Challenges T-chart 3. Class Activity: Discuss chart.
Suggested Modifications	See "Suggested Modifications" document.

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.
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.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

MODULE 3

Day 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
Student Learning Strategies	<ul style="list-style-type: none"> • SSDP: Seeking Diverse Perspectives. • SSDP: Presenting Arguments and Explanations.
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • Name the 5 SEL competencies.

	<ul style="list-style-type: none"> Recognize how the competencies help us collaborate and problem solve.
Formative Assessment (drives instructional decisions)	Reflection Discussion of Video (What SEL competencies did you see being used in the video?)
Activities and Resources	<ol style="list-style-type: none"> Class Activity: Discuss SEL Competencies Class Activity: Watch BrainPop Video: Conflict Resolution Independent Activity: Record Reflection Video (Flipgrid or Seesaw).
Suggested Modifications	See "Suggested Modifications" document.

SOC.6.1.5.CivicsCM.3

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

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.4

Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

MODULE 4

Day 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about the characteristics exhibited by real world and fictional people that contribute(d) to the well-being of their community and country.
Student Learning Strategies	<ul style="list-style-type: none"> SSDP: Developing Questions and Planning Inquiry SSDP: Gathering and Evaluating Sources

	SSDP: Taking Informed Action
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • Define well-being, self-discipline, civility, and common good. • Describe characteristics of people who contributed to the well-being of their community.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Comparison chart • Definition chart
Activities and Resources	<ol style="list-style-type: none"> 1. Class Activity: Watch Why a 12-year-old boy is on a mission to solve his town's pothole problem and discuss. 1. Group Activity: Choose and read one of three articles and compare using Characteristics Comparison Chart. • Scholastic News: "Anything is Possible" • Scholastic News: "I'm Saving My Community" • "The Floating Field: How a Group of Thai Boys Built Their Own Soccer Field" on Epic! 1. Independent Activity: Complete Characteristics Lesson Definitions Chart.

Suggested Modifications

[See "Suggested Modifications" document.](#)

SOC.6.1.5.CivicsCM.1

Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

TECH.9.4.5.IML.1

Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

MODULE 5

Day 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about how self-discipline and civility contribute to the common good.
Student Learning Strategies	<ul style="list-style-type: none">• SSDP: Gathering and Evaluating Sources• SSDP: Developing Claims and Using Evidence• SSDP: Presenting Arguments and Explanations
Success Criteria	I can: <ul style="list-style-type: none">• Explain how self-discipline and civility contribute to the common good.• Use evidence to construct a claim.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Comparison chart• Essay
Activities and Resources	<ol style="list-style-type: none">1. Group Activity: Complete the Article Comparison Chart and Essay (only the comparison chart on the front page).2. Independent Activity: Write an essay explaining

	how self-discipline and civility contribute to the common good using the back page of the Article Comparison Chart and Essay .
Suggested Modifications	See “Suggested Modifications” document .

SOC.6.1.5.CivicsCM.2

Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

MODULE 6

Day 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about how core civic virtues and democratic principles impact decisions made at different levels of government.
Student Learning Strategies	<ul style="list-style-type: none"> SSDP: Gathering and Evaluating Sources SSDP: Developing Claims and Using Evidence SSDP: Presenting Arguments and Explanations
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> Define civic virtues and democratic principles. Use text evidence to explain how civic virtues and democratic principles impacted a decision made in Texas.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> Definition chart Written paragraph
Activities and Resources	<ol style="list-style-type: none"> Group Activity: Watch video: Civic Virtue

	<p>Definition for Kids and define on Civic Virtues/Democratic Principles Definition and "I Created a New Law" Worksheet</p> <p>2. Read and discuss Scholastic News: I Created a New Law</p> <p>3. Independent Activity or Partner Work:</p> <p>Complete article analysis on Civic Virtues/Democratic Principles Definition and "I Created a New Law" Worksheet</p>
Suggested Modifications	See "Suggested Modifications" document.

SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

MODULES 7 AND 8

Days 7 and 8

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>We are learning about actions that are unfair or discriminatory and propose solutions to address such actions.</p> <p>We are learning about the responses of individuals and groups, past and present, to violations of fundamental rights.</p>
Student Learning Strategies	<ul style="list-style-type: none"> • SSDP: Gathering and Evaluation Sources • SSDP: Developing Claims and Using Evidence
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • Define human rights, civil rights, fundamental rights, and discrimination.

	<ul style="list-style-type: none"> • Identify past and present violations of fundamental rights. • Compare and contrast people's responses to violations of fundamental rights.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Discussions • Fundamental Rights Chart
Activities and Resources	<p>Day 7:</p> <p>1. Table/Team Activity: Read the Declaration of Human Rights infographic and the Bill of Rights infographic. Discuss similarities and differences. Help students to define human rights as rights one has by being a person and civil rights as rights protected by being a citizen. Define fundamental rights as rights protected by the US Constitution, including the Bill of Rights.</p> <p>2. Class Activity: Watch BrainPop: Civil Rights Video. Define discrimination (the unfair treatment of people based on characteristics, such as race, gender, or age).</p> <p>3. Complete the chart using information from the video.</p> <p>Day 8:</p> <p>1. Partner or Independent Activity: Watch Bill of Rights Institute Video: Tinker vs. Des Moines and PBS Learning Video: Cesar Chavez and complete the chart.</p> <p>2. Class Activity: Discuss the similarities and differences amongst individual and group responses to violations of fundamental rights.</p>
Suggested Modifications	See "Suggested Modifications" document.

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).

SOC.6.1.5.CivicsHR.4

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

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).

TECH.9.4.5.IML.1

Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

MODULE 9

Day 9

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders and how they served as catalysts for social change and inspired social activism.
Student Learning Strategies	<ul style="list-style-type: none">• SSDP: Developing Claims and Using Evidence• SSDP: Presenting Arguments and Explanations
Success Criteria	I can: <ul style="list-style-type: none">• Define catalyst, social change, and social activism.• Explain how the actions of Martin Luther King, Jr. and other civil rights leaders served as catalysts for social change and inspired social activism.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Class discussion• Response video
Activities and Resources	<ol style="list-style-type: none">1. Define catalyst (a person or thing that causes an event or change), social change (the ways in which human interactions, relationships, behavior patterns, and cultural norms change over time), and social activism (working together to bring about a change in society).2. Class Activity: Watch BrainPop Video: Voting Rights.3. Class Activity: Discuss how the actions of Martin Luther King, Jr., and other civil rights leaders (such as ones from previous days, Oliver Brown, John and

	<p>Mary Beth Tinker, and Cesar Chavez), and from today’s video (Fannie Lou Hamer and John Lewis) served as catalysts for social change and inspired social activism.</p> <p>4. Independent Activity: Record Reflection Video (Flipgrid or Seesaw) to explain in own words.</p>
Suggested Modifications	See “Suggested Modifications” document.

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.

MODULES 10 AND 11

Days 10 and 11

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about different ways individuals participate in government.
Student Learning Strategies	<ul style="list-style-type: none"> • SSDP: Gathering and Evaluating Sources • SSDP: Seeking Diverse Perspectives • SSDP: Presenting Arguments and Explanations
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • Investigate different ways individuals participate in government.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Group discussion • Comparison chart
Activities and Resources	<p>Day 10:</p> <ol style="list-style-type: none"> 1.

Group Activity: Watch and discuss [PBS Learning Video: Civic Duties](#).

1. Independent Activity: Choose a book from Epic Books and read and take notes.

- [Obeying Laws](#)

- [Volunteering](#)

- [Voting](#)

- [Serving on a Jury](#)

Day 11:

1. Group Activity: Participate in a Jigsaw and compare different civic duties using

[Civic Duties: Ways Individuals Participate in Government Worksheet](#).

Suggested Modifications

[See "Suggested Modifications" document.](#)

SOC.6.1.5.CivicsPI.2

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

TECH.9.4.5.IML.1

Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

MODULE 12

Day 12

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

We are learning about the ways individuals can initiate and/or influence public policymaking.

	We are learning about how democracy depends upon and responds to individuals' participation.
Student Learning Strategies	<ul style="list-style-type: none"> • SSDP: Gathering and Evaluating Sources • SSDP: Seeking Diverse Perspectives • SSDP: Presenting Arguments and Explanations
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • Describe how an individual can influence public policymaking. • Describe how a democracy depends on and responds to individuals' participation.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Group discussion • Individual video response
Activities and Resources	<ol style="list-style-type: none"> 1. Group Activity: Read and discuss: Scholastic News: "I Inspired a New Law" 1. Independent Activity: Create a response video or Seesaw or FlipGrid sharing thoughts on how democracy depends on and responds to individuals' participation using any of the past lessons and examples to support/explain your thinking.
Suggested Modifications	See "Suggested Modifications" document.

SOC.6.1.5.CivicsPD.2

Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

SOC.6.1.5.CivicsCM.6

Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

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).

TECH.9.4.5.IML.1

Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

MODULE 13

Day 13

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about how the United States functions as a representative democracy.
Student Learning Strategies	<ul style="list-style-type: none">• SSDP: Gathering and Evaluating Sources• SSDP: Presenting Arguments and Explanations
Success Criteria	I can: <ul style="list-style-type: none">• Define representative democracy and the executive, legislative, and judicial branches.• Explain how the United States functions as a representative democracy.• Describe the roles of the executive, legislative, and judicial branches of government.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Class discussion• The Three Branches of Government definitions and roles worksheet
Activities and Resources	<ol style="list-style-type: none">1. Class Activity: Watch PBS Learning Video: This is What Democracy Looks Like. Discuss and define representative democracy (citizens elect representatives from among them to be in charge; the leaders are “of the people.”)2. Independent or Partner Activity: Read National Geographic Kids Article: Three Branches of Government and complete the Three Branches of Government worksheet.

	3. Class Activity: Look up NJ Federal Officials .
Suggested Modifications	See "Suggested Modifications" document.

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.
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

MODULE 14

Day 14

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about the roles of elected representatives, how they interact with citizens, and how individuals can interact with them.
Student Learning Strategies	<ul style="list-style-type: none"> • SSDP: Gathering and Evaluating Sources • SSDP: Presenting Arguments and Explanations
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • Describe the roles of elected state officials, including the governor. • Name state officials. • Explain how elected representatives and individuals interact with each other.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • State Elected Officials chart
Activities and Resources	<p>1. Class Activity: Watch PBS Video: What Does a Governor Do?, browse the NJ Governor Website, and complete the Governor row of the State Elected Officials chart together.</p> <p>2. Independent or Partner Activity: Read Epic Book: State Government, browse the NJ State Officials website (Collingswood and Oaklyn are in NJ's 6th state legislative district), and complete the second row of the State Elected Officials chart.</p>

Suggested Modifications

[See "Suggested Modifications" document.](#)

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.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
CS.3-5.8.2.5.NT.2	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
CS.3-5.8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).

MODULE 15

Day 15

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about the roles of elected representatives, how they interact with citizens, and how individuals can interact with them.
Student Learning Strategies	<ul style="list-style-type: none">• SSDP: Gathering and Evaluating Sources• SSDP: Presenting Arguments and Explanations
Success Criteria	I can: <ul style="list-style-type: none">• Describe the roles of elected local representatives including the mayor.• Name the mayor.• Explain how elected representatives and individuals interact with each other.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Local Elected Officials chart

Activities and Resources	<p>1. Class Activity: Read Epic Book: Local Government (just read p. 13), browse the Camden County Board of Commissioners website, and complete the first row of the Local Elected Officials chart.</p> <p>2. Partner or Independent Activity: Read Epic Book: What Does the Mayor do All Day?, browse the Collingswood Officials or Oaklyn Officials website, and complete the rest of the Local Elected Officials chart.</p>
Suggested Modifications	<p>See "Suggested Modifications" document.</p>

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.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
CS.3-5.8.2.5.NT.2	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
CS.3-5.8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).

MODULE 16

Day 16

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>We are learning about the qualifications of candidates running for public office and the responsibilities of the position.</p> <p>We are learning about the responsibilities of differing positions of authority and the criteria that are likely to make leaders qualified for those positions.</p>
Student Learning Strategies	<ul style="list-style-type: none"> ● SSDP: Developing Claims and Using Evidence ● SSDP: Presenting Arguments and Explanations
Success Criteria	<p>I can:</p>

	<ul style="list-style-type: none"> Describe a process to compare qualifications of candidates running for public office. Analyze and compare the qualifications of candidates running for class president with the responsibilities of the position. Examine the responsibilities of class president and identify criteria that are likely to make a candidate qualified for the position.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> Candidate Report Card
Activities and Resources	<ol style="list-style-type: none"> Class Activity: Read How to Judge and Choose the Best Candidate for You slides (based on League of Women Voters: How to Judge a Candidate) and discuss. Partner or Independent Activity: Read Epic Book: Grace for President and complete the Candidate Report Card. Class Activity: Share who you would vote for and why.
Suggested Modifications	<p>See “Suggested Modifications” document.</p>

SOC.6.1.5.CivicsPD.4

Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.

SOC.6.1.5.CivicsCM.4

Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

WRK.9.2.5.CAP.3

Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

REFLECTIONS

Week 1: How do people in communities collaborate and problem solve?

Reflections:

Week 2: What dispositions help individuals contribute to the health of American democracy?

Reflections:

Week 3: What role do individuals and institutions play in guaranteeing human and civil rights?

Reflections:

Week 4: How can individuals participate in government and impact policymaking?

Reflections:

Week 5: What are the roles of elected representatives and citizens in a representative democracy?

Reflections:

Week 6: What qualifies someone to run for and hold certain positions in public office?

Reflections:

Culminating Project Reflections:

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

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.RI.4.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.

- LA.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- LA.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- LA.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- LA.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.