

# Unit 1: Civics, Government, and Human Rights

Content Area: **Social Studies**  
Course(s): **Social Studies, Social Studies 1**  
Time Period: **Week**  
Length: **6 Weeks**  
Status: **Published**

## Unit Overview

---

In this unit, students will learn that they are members of a community and that they have rights and responsibilities to their community members.

## Transfer

---

- apply various comprehension strategies to connect and make meaning with text
- cite text evidence from the text to support meaning
- transfer vocabulary acquisition usage across content
- use text features (maps, diagrams, headings, tabs, etc.) to interpret text

## Understandings

---

Students will demonstrate the following understandings:

- rules are created to keep us safe, help us cooperate with others, and promote the good of a group (**NJ Commission on Holocaust Education Curriculum**)
- explain the need to be fair and equal when interacting with people in the community
- explain that government officials are voted into office by the people who live in the community
- describe how Dr. MLK, Jr. and other civil rights leaders inspired change in America (**NJ Amistad Commission Curriculum**)
- explain that everyone needs to work together to keep a community safe

## Essential Questions

---

Students will keep considering...

- How does being a good citizen help your community and country?

## **Students will know...**

---

Students will know...

- why and how rules are created
- why and how leaders are chosen
- how to interact with others of different backgrounds and abilities
- that people and events throughout history have changed the way members of a community are treated
- how to work together with other to achieve a same goal

## **Students will be skilled at...**

---

Students will be skilled at...

- identifying and following the rules and norms of their physical environment (school, home, community)
- actively helping in their community, and showing ways to help others in need
- collaborating with a variety of people to accomplish a same goal
- sharing who Dr. MLK, Jr. is and his influence on our country
- identifying bullying and strategies to make others feel welcome and safe
- describing cultural differences amongst groups, including traditions and norms

## **Academic Vocabulary**

---

Rules

Election

Community

Community Helpers

Country

Boycott

Bullying

Culture

Traditions

## **Learning Goal 1**

---

- explain that rules are created to keep people safe and promote cooperation and fairness in a community

### **Target 1**

---

SWBAT:

- create and follow classroom rules
- describe how our actions keep our communities safe
- describe ways to treat each other fairly
- share the significance of school and community rules

## **Learning Goal 2**

---

- tell that people in charge are voted into their positions by people living in a community

### **Target 2**

---

SWBAT:

- explain that the president and other people in charge are elected into their offices by the people in a community

## **Learning Goal 3**

---

### **New Jersey Amistad Commission Interactive Curriculum**

- describe MLK Jr.'s historical significance on America

### **Target 3**

---

SWBAT:

- tell who MLK Jr. was and why we celebrate him

## Learning Goal 4

---

### New Jersey Commission on Holocaust Education Resources

- identify why it is important to work together to resolve conflicts

## Target 4

---

### SWBAT:

- solve conflicts with other students with little interventions

## Standards

---

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
SOC.6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.

## Summative Assessment

---

All assessments are differentiated and aligned to social studies standards and curriculum. Alternate assessments may include projects or presentations and/or a unit assessment/test.

## Proficiency Scale

---

Saved separately in the curriculum portal.

## 21st Century Life and Careers

---

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

### Formative Assessment and Performance Opportunities

• DBQ
• Directed Reading Activity
• Do Now response
• Exit Ticket
• PBL
• Presentation
• Primary and secondary source analysis
• Project
• Quiz
• Socratic seminar
• Student Presentation
• Student Response Systems
• Teacher Observation
• Written response
• academic games
• discussion
• graphic organizer

- |                    |
|--------------------|
| • peer assessment  |
| • questioning      |
| • research project |
| • self assessment  |
| • student notebook |

## Accommodations and Modifications

---

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Cross-curricular extension activities such as but not limited to illustrating school/playground safety poster to display throughout school

Student generated research projects such as but not limited to creating a cereal/pizza box report about the life & contributions of Martin Luther King Jr. (extension: present report to peers)

\*Please refer to teacher's individual lesson plan for accommodations per students' 504, IEP, and Access Plan.

Social Studies Enrichment/Modifications Resources for **ELL Students-**

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students' Background Knowledge to Content in the ELL Classroom"

Social Studies Enrichment/Modifications Resources for **ELL Students-**

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social studies Instruction to ELLs"

Social Studies Enrichment/Modifications Resources for **ELL Students-**

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Using Graphic Organizers with ELLs"

- additional practice/remediation
- guided notes
- interactive games/websites
- leveled assignments
- leveled readers
- modified assignments

- refer to individual IEP, 504, & Access plans

## Unit Resources

---

- Print Resources:
- Digital Resources: UMBC History Labs - <http://www.umbc.edu/che/historylabs/>
- Online websites such as but not limited to:
- Videos (online or DVD) such as but not limited to:
- Interactive Notebook
- Technology Resources Available: Digital Camera; Document Camera; Flash Drives; Flip Camera; Interactive White Board; Listening Centers; Scanners; Student Laptops; Student Response Systems
- Wonders Units: U1W1, U2W4, U4W5, U6W1, U3W4, U1W4, U2W1

**New Jersey Amistad Commission Interactive Curriculum** - <http://www.njamistadcurriculum.net/>

New Jersey Student Learning Standards - Resources

Fables and Folklore to aid the lessons- <http://www.njamistadcurriculum.net/history/commoncore/literature>

**New Jersey Commission on Holocaust Education Resources** -

<https://www.nj.gov/education/holocaust/curriculum/>

Grades K-5- Lesson Title Acceptance, Always!

## Interdisciplinary Connections

---

- ELA- Wonders Units: U1W1, U2W4, U4W5, U6W1, U3W4, U1W4, U2W1

Literacy Connections:

*"Borris The Bear Goes To School"* SW listen to read aloud and identify the good and bad choices Borris made. SW create a shared list of classroom rules to create a clean and safe classroom environment. SW participate in classroom jobs to become active participants of a clean and safe classroom. (literacy and writing)

*"What Are Goods And Services"* SW listen to read aloud and work in small groups to create a poster or commercial advertising a Good or a Service. (literacy, visual arts, presentations)

*"Whose Hands Are These"* SW listen to read aloud and participate in determining which jobs each set of hands math with. SW then be assigned a community helper to illustrate and write 1 to 2 telling sentences about their illustration. (literacy, visual arts, writing)

LA.RL.1.1

Ask and answer questions about key details in a text.

LA.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central

message or lesson.

LA.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

LA.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

VPA.1.1.2.D.2

Identify elements of art and principles of design in specific works of art and explain how they are used.

VPA.1.1.2.D.CS2

Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.