

# Grade 3 - Unit 1: Civics, Government, and Human Rights

Content Area: **Social Studies**  
Course(s): **Social Studies 3**  
Time Period: **Week**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

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In this unit, students will ...

develop an understanding of the local, state, and federal government.

**SEE UNIT RESOURCES (below) FOR TOPICS COVERED IN WONDERS**

## Transfer

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- 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

## Meaning

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## Understandings

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Students will demonstrate the following understandings:

- how rules and laws are created by state and government
- how equality and the common good influence change
- how the United States government is organized
- how the constitution defines and limits the power of government
- the functions of the government at state & national level

- individuals and groups react differently to violations of fundamental rights (**NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES**)
- the social contributions of Dr. Martin Luther King Jr. and other civil rights leaders inspired change for future generations (**NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES**)
- individuals and groups need to work together to ensure the common good of the country
- how changes are made at the state and national level
- the world is divided into diverse nations that have their own languages, customs, and traditions (**NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES**)
- people from different cultures need to work together to face global challenges
- how national and international leaders provide aid to people in need

## **Essential Questions**

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Students will keep considering...

- What are the functions of the local, state, and federal government?
- How do these functions help foster responsible citizenship?
- How do people make government work?

## **Application of Knowledge and Skill**

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

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Students will know...

- how and why rules and laws are created by state governments
- how equality and common good have influenced change at the local and national levels of the United States
- how the United States government is organized and how the constitution defines and limits the power of government
- the government functions at the state and national levels
- different groups and individuals respond in different ways to violations of civil rights
- the social contributions of Dr. Martin Luther King, Jr. and other civil rights leaders
- individuals need to exercise their civic responsibilities to maintain the common good of the country
- the process to create change at the state or national level
- that the world is divided into diverse nations with their own languages, customs, and traditions
- the importance of people from diverse backgrounds working together to solve global challenges

- how leaders promote human rights and provide aid to individuals and nations in need

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

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Students will be skilled at...

- explaining how rules and laws are created
- explaining how the US government is organized
- explaining how the US constitution defines and limits the power of government
- comparing and contrasting the responses of individuals to violations of their rights
- identifying the contributions of Martin Luther King, Jr. and other civil rights leaders
- explaining the rights of individuals
- explaining the process of creating change at the state and national level.
- describing how the world is divided into diverse nations with their own languages, customs, and laws
- explaining why it is important for people from diverse cultures to work together
- understanding how national and international leaders provide aid to individuals and nations in need

## **Academic Vocabulary**

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equality

common good

United States Constitution

government

fundamental rights

Dr. Martin Luther King, Jr.

boycott

segregation

stereotype

prejudice

discrimination

protest

global

immigrant

citizen

custom

culture

national

mayor

town council

tax

governor

capital

capitol

Washington D.C.

monument

President

Vice President

Congress

House of Representatives

Senate

Supreme Court

executive branch

legislative branch

judicial branch

bill

law

## Learning Goal 1

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- define the functions of the local and state government

## Targets 1

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- explain how rules and laws are created
- compare and contrast the government functions at the local and state level
- explain how change is created at the state or national level
- identify equality and the common good and how they have influenced change locally and nationally

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|------------------|---|
| SOC.6.1.4.A.8    | Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.   |
| 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.  |
| SOC.6.1.4.A.15   | Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.   |
| SOC.6.1.4.A.CS5  | In a representative democracy, individuals elect representatives to act on the behalf of the people.  |
| SOC.6.1.4.A.CS7  | The United States democratic system requires active participation of its citizens.  |
| SOC.6.1.4.A.CS10 | In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.   |
| TECH.8.1.2       | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| TECH.8.2.2       | Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |

## Learning Goal 2

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- explain how the Federal Government is organized (branches)

## Targets 2

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- explain how the United States constitution defines and limits the power of the government
- compare and contrast the government functions at the state and national levels
- explain how change is created at the national level
- explain how rules and laws are created at the federal level

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| SOC.6.1.4.A.4    | Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.  |
| SOC.6.1.4.A.8    | Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.   |
| 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.15   | Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.   |
| SOC.6.1.4.A.CS3  | American constitutional government is based on principles of limited government, shared authority, fairness, and equality.  |
| SOC.6.1.4.A.CS10 | In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.   |
| TECH.8.1.5       | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| TECH.8.2.5       | Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |

## Learning Goal 3

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- identify the contributions of Martin Luther King, Jr. and other civil rights leaders

## Targets 3

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- compare and contrast the responses of individuals and groups to violations of fundamental rights
- describe how the actions of Dr. Martin Luther King, Jr. and other civil rights leaders inspired change for future generations
- recognize that the fundamental rights of the individual and the common good of the country depended upon all citizens exercising their civic responsibilities

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| SOC.6.1.4.A.3 | Determine how “fairness,” “equality,” and the “common good” have influenced new laws |
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|                 | 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.CS6 | The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.  |
| TECH.8.1.5      | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| TECH.8.2.5      | Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |

## Summative Assessment

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Common Summative Assessments via Linkit!

1. Grade 3 Social Studies Common Assessment #1 (First half of the year)
2. Grade 3 Social Studies Common Assessment #2 (Second half of the year)

## 21st Century Life and Careers

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| 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.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| 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.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an 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.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

CAEP.9.2.4.A.2

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

## **Proficiency Scale**

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## **Formative Assessment and Performance Opportunities**

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- academic games
- DBQ
- Directed Reading Activity
- discussion
- Do Now response
- Exit Ticket
- graphic organizer
- PBL
- peer assessment



- Presentation
- Primary and secondary source analysis
- Project
- questioning
- Quiz
- research project
- self assessment
- Socratic seminar
- student notebook
- Student Presentation
- Student Response Systems
- Teacher Observation
- Written response

## **Accommodations and Modifications**

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

NEWSELA- leveled readings

Small Group Instruction

Assignments/Projects with modifications:

Participate in a mock town council meeting (take on role of mayor, town council, citizen)

Create a government "tree" labeling the three branches of the Federal Government

Local, State, and Federal Government Triarama

Select a branch of the Federal Government and create a Google Slide Presentation

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 readings
- modified assessments

## Unit Resources

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Wonders:

Unit 2 Week 3

- Print Resources:
- Digital Resources:
- 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

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

New Jersey Student Learning Standards - Literature Resources

Historical Fiction to aid the lessons- <http://www.njamistadcurriculum.net/history/commoncore/literature>

## Interdisciplinary Connections

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| LA.W.3.2.A | Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension. |
| LA.W.3.2.B | Develop the topic with facts, definitions, and details.   |
| LA.W.3.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.                                   |

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| LA.W.3.6    | With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.  |
| LA.W.3.7    | Conduct short research projects that build knowledge about a topic.   |
| LA.W.3.8    | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.   |
| LA.W.3.10   | 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.3.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                                  |
| LA.SL.3.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
| LA.SL.3.2   | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| LA.SL.3.3   | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.   |
| LA.SL.3.6   | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |