

Grade 5 Civics Unit 1: Foundational Concepts

Content Area: **Social Studies**
Course(s):
Time Period: **MP1**
Length: **1 quarter**
Status: **Published**

Targeted Standards

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| 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.3 | Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. |
| SOC.6.1.5.CivicsHR.3 | Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need. |
| SOC.6.1.5.CivicsHR.4 | Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. |

Rationale

Civics education empowers students to be well-informed, active citizens and allows us to change the world around us. This unit explores the foundational concepts of our democracy.

Essential Questions

| Content Specific | Skills Specific |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• How can human rights be protected?• Why do we need government?• How do we balance individual freedom with the common good? | <ul style="list-style-type: none">• How can we use evidence to support our opinions and answers?• How do we identify appropriate evidence to support our answers?• How can we debate effectively? |

Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit |
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- What are human rights/ Breakdown of Human Rights

- Basic Human Rights (Grade 4, unit 2)

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

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|--------------|------------------------------------------------------------------------------------|
| WRK.K-12.P.1 | Act as a responsible and contributing community members and employee. |
| WRK.K-12.P.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| WRK.K-12.P.6 | Model integrity, ethical leadership and effective management. |

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

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| ELA.L.VL.5.2 | Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
| ELA.RL.PP.5.5 | Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation. |