Grade 6 Civics Unit 1: Foundations of American Government

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

Targeted Standards

6.1.8.CivicsPI.3.d	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.CivicsPD.3.a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Rationale

Students will explore the ideals expressed in the Declaration of Independence, providing the background for the next unit's study of how the Declaration inspired generations of Americans to fully realize its core concepts of liberty, equality, and justice. The United States Constitution and the state constitutions provide the structural framework for limited government and constitutional democracy, and understanding these documents is a crucial component of active citizenship. The unit concludes with an examination of the Bill of Rights and the amendment process as students understand that the Constitution is a living document and that American democracy is an ongoing experiment requiring their active participation.

Essential Questions

Content Specific	Skills Specific
• How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? • What ideas influenced the creation of the founding documents of the US? • How can the United States government ensure effective administration while protecting against abuse of power by the	• How can I use evidence to support my answer or opinion? • How can I use data to determine a course of action? • What does it mean to engage in democratic processes?

president?	

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Citing evidence to support an answer/opinion	• Supporting claims with evidence

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".

P.1	Act as a responsible and contributing community members and employee.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
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".

W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
W.IW.8.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.