Jan. Unit 4 Social Studies Alive! Civics

Content Area: **Social Studies**
Course(s): **Language Arts, Art**
Time Period: **January**
Length: **8 weeks**
Status: **Published**

Unit overview

Civics:

This unit explores different community services and rank their importance. Students will bring to life important steps in being a good citizen, such as public speaking. Identifying how service projects can make a difference in the world and conducting an inquiry to find out why it is important to be a good citizen.

Enduring Understandings

Close to 11 million children in the United States do not get enough food each day. Many of the families who suffer get help from programs at the federal, state, and local level. What role can leaders play in addressing hunger? What role can voters play? What role can you play?

Essential Questions

How can being an active citizen benefit others?

What different services does our community have?

How is our government set up?

How do we have a voice in our community?

How can we help the world around us?

Instructional Strategies and Learning Activities

Lesson 13: Providing Public Services:

What different services does our community have?

Preview Activity:
Students watch a video of a typical community and predict what types of things they see that are common in every community.

Vocabulary Activity: first responders, private services, public services, tax, and suburbs

Hands-On Activity: Community Services and Taxes
Explore why people join communities and how public services are paid for.
Hands-On Activity: Public Services and Their Importance
Learn about six different public services and rank their importance.

Lesson 14: Government in the United States:

How is our government set up?

Preview Activity:
Listen to a short podcast about a boy that would like a playground he can access to be installed in the city park.
Vocabulary Activity:
city hall, Constitution, federal government, legislature, local government, state government, public works.

Hands On Activity:

Plan and write a podcast about government.

Lesson 15: Citizenship and Participation:

How do we have a voice in our community?

Preview Activity
Consider the differences between feeling heard and not feeling heard.
Vocabulary Activity
ballot, candidate, civil rights, demonstration, peaceful, register, republic
Hands-On Activity: Responsibilities in a Republic
Complete an infographic that explains the relationship between people and leaders in a republic.
Hands-On Activity: Being a Good Citizen
Explore the responsibilities of citizenship by taking part in a simulation of the democratic process.

Lesson 16: Making a difference in the world:

How can we help the world around us?

Preview Activity: Match a video to a slogan about helping the world around us.

Vocabulary Activity:
habitat, inclusive
Hands-On Activity: Matching Bumper Sticker Slogans
Examine bumper stickers to learn about actions you can take to make a difference in the world.
Hands-On Activity: Community Service Project
Plan and carry out a community service project.

Career Readiness, Life Literacies and Key Skills

MG Updated 7/25/22

9.4.5.CI	Creativity and Innovation
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
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.
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
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.
9.4.5.CT	Critical Thinking and Problem-solving
	Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
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).
6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level.
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).
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).
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

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.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
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.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
	A major role of citizens in a representative democracy is to make responsible decisions about who should govern.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
9.4.5.GCA	Global and Cultural Awareness
	Culture and geography can shape an individual's experiences and perspectives.
	There are different processes for establishing rules and laws.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
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.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
	Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.
	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
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.
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

	Regions form and change as a result of unique physical conditions, economies, and cultures.
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
	Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Technology and Design Integration

8.1.5.CS.1	Model how computing devices connect to other components to form a system.
	Shared features allow for common troubleshooting strategies that can be effective for many systems.

Interdisciplinary Connections

LA.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
	Craft and Structure
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RI.3.6	Distinguish their own point of view from that of the author of a text.
	Integration of Knowledge and Ideas

LA.RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

- Students needing a challenge will be offered additional choices for more in-depth understanding.

  Students will be offered different levels of support.

  See specifics above.

Modifications and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher designed benchmark assessments

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

IEP and 504 accommodations will be utilized.

Completed once weekly self and group evaluations with feedback on their performance and that of the group they are in.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Instructional Materials

TCI Alive! Textbook and online components

Group and individual evaluations

Local town website to see civics applied in this community

Standards

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.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
	A major role of citizens in a representative democracy is to make responsible decisions about who should govern.
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.EconNE.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
	Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.