01 Unit 1: Civics in the Classroom Copied from: 3rd Grade, Copied on: 11/15/23

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **3 weeks/ 15 lessons**
Status: **Published**

General Overview, Course Description or Course Philosophy

Social Studies 3

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the third grade students will focus on "Civics in the Classroom", "Civics Beyond the Classroom"," Maps & Geographic Tools", "Native Americans".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

CONTENT AREA STANDARDS

SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
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.CivicsPR.4	Explain how policies are developed to address public problems.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.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.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RF.3.3.D	Read grade-appropriate irregularly spelled words.

LA.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
TECH.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).
TECH.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).
TECH.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).

STUDENT LEARNING TARGETS

Declarative Knowledge
Students will understand that:

- self-discipline is the ability to control yourself and to make yourself work hard or behave in a particular way without needing anyone else to tell you what to do.
- civility is defined as polite, reasonable and respectful behavior that recognizes the humanity and dignity of others, allowing us to live together in communities.
- behaviors that are polite and respectful may include: saying please and thank you, looking people in the eyes, apologizing, smiling, asking others questions.
- behaviors that help with teamwork and problem solving may include: sharing, talking about our feelings, listening to others, playing fairly and being a good sport.
- it is important to be polite, respectful, and work as a team in the classroom because it helps us to get along, be safe, treat others fairly, allows us to be ready to learn and allows us to do our best work.
- behaviors that are unfair, disrespectful or inappropriate in the classroom may be: participating in a side conversation, using electronics at the wrong time, yawning, doodling, packing up early, taking your shoes off.
- solutions to poor and/or disrespectful behaviors in the classroom may include: cooperative disciple and or cooperative classroom strategies, posted rules, role modeling, and positive reinforcement.
- it is important to be respectful and stop poor behavior like bullying because it can be harmful to one's physical, mental, and social health (i.e. depression, anxiety, decreased academic achievement, changes in eating and sleeping patterns).
- decisions and rules for the classroom may be made by the teacher, the students, and/or the community when they collaborate.
- decisions and rules for the school may be made by administration, the teachers and/or the community when they collaborate.
- decisions and rules for the community and the country are made be various government agencies and

the people when they collaborate.
- all decisions made in the classroom, school, community, and the country are made through collaboration, may be made to solve a problem, and are intended to make our country the best that it can be.

Procedural Knowledge

Students will be able to:

Create a safe and caring classroom.

- define self-discipline and civility.
- list behaviors that are polite and respectful.
- list behaviors that help with teamwork and problem solving.
- explain why it is important to be polite and respectful in the classroom.
- explain why it is important to work as a team and problem solve when people have different points of view then ourselves.

Describe what "unfair" looks like in the classroom and explain how to fix it.

- list behaviors that are unfair, disrespectful or inappropriate in the classroom.
- create solutions for poor and/or disrespectful behavior.
- explain why it is important to be respectful and stop poor behavior like bullying.

Compare how decisions and rules are made in different places.

- explain how decisions and rules are made in the classroom.
- explain how decisions and rules are made in the school.
- explain how decisions and rules are made in the community and the country.
- compare the decision/ rule making process for the classroom, school, community and the country.

EVIDENCE OF LEARNING

Benchmark Assessments
- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

Questions that may be addressed but not limited to are:

How do we get along in school?

Why is it important to learn from each other?

Why do we have rules?

- observation
- one-on-one
- questioning
- graphic organizers
- anecdotal notes

Alternative:

- self-assessments
- exit tickets

Summative Assessments

Questions that may be addressed but not limited to are:

How do we get along in school?

Why is it important to learn from each other?

Why do we have rules?

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

www.teachtci.com   - Social Studies Alive!

Supplemental:

Brain Pop Jr.,

Epic Books

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English, information reading and writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - read and analyze graphic data

Visual and Performing Arts - debate, presentations

Science - rules/procedures/policies related to the community and the environment

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.