

03 Unit 3: Civics Beyond the Classroom

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **6 weeks/ 30 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.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.
SOC.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.
SOC.6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
SOC.6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level.
SOC.6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
SOC.6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
SOC.6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

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

LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
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).
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:

- there are three different levels of government in the United States: local, state and federal (the entire country).
- the local government (i.e. mayor, town council) takes care of the local community.
- the local government is made up of individuals from the community that make sure the town is running smoothly.
- the state government (i.e. governor, legislature, court system) looks out for the entire state of New Jersey.
- each state has its own constitution or written description of the government that will be in charge of taking care of the people living within that state.
- the federal government (executive, legislative, and judicial branch) takes care of the entire country.
- the United States Constitution or our government in writing describes the three parts of our government that are in charge of running the entire county.
- some of the good qualities for our leaders are: honesty, hard working, a good listener, a good communicator, and a good decision maker.
- our government provides us with important services; such as, providing schools so we can learn, providing police, firefighters, and the army so we can be safe, and health care.
- some of the ways we can participate in our government and the community are: learning about issues and sharing your opinion, attending public meetings, participating in peaceful demonstrations, voting,

serving on a jury, learning the rules of the country and its history.

- a few of the reasons why it is important to work together are: we can get better ideas, get more work done, problem solve quicker, and increases creativity.
- the economy is the system in which goods and services are bought and sold.
- a free market is an economy where choices are left up to each buyer and seller.
- goods are items that can be bought, sold, and traded, such as food and computers.
- a market is a place where buyers and sellers come together.
- scarcity is when people want more things than they can actually have.
- services are tasks you pay someone to do for you.
- buyers must think about the benefits and costs of the things they are thinking about buying.
- a good choice is one in which the benefits are greater than the costs.
- an individual's background, preferences, personality, motivations, and economic status may influence what we buy or sell.
- positive influences when deciding what to buy and sell may be: family, friends, researching and understand what you want, patience, and ability to defer gratification.
- negative influences when deciding what to buy and sell may be: advertisements, poor mood, difficulty budgeting, and peers.

Procedural Knowledge

Students will be able to:

Explain how our government is organized and how it works.

- explain how our government works (local, state, nation).
- describe the roles/jobs of our government and identify good qualities for our leaders.
- describe the services that our government provides to the people.
- investigate how we can participate in our government and the community.
- describe why it is important to work together and be respectful of each other's differences.

Describe how we buy and sell things.

- define economy, free market, goods, market, scarcity, services.
- identify positive and negative influences on our decisions when we buy and sell.
- examine quantitative data and decide if the benefits outweigh the costs on decisions that impact an individual and/or the community.
- explain what influences what we decide to buy or sell.

EVIDENCE OF LEARNING

Alternate Assessments

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

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 buy and sell things?

How is our government set up?

What services does our community have?

How do we have a voice in our community?

- 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 buy and sell things?

How is our government set up?

What services does our community have?

How do we have a voice in our community?

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

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core: Savvas-My World

Supplemental:

www.teachtci.com - Our Community and Beyond: chapters 9, 11

<https://www.econedlink.org/resources/costs-and-benefits-of-the-three-little-pigs/>

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, economy, budget

Visual and Performing Arts - debate, presentations, skits

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

Climate Change: My World-My Environment , Chapter 1 Lesson 2

DEI-Unit 3: Civics Beyond the Classroom Lessons

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.