Unit 1 - Civics, Government, and Human Rights

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

In a representative democracy, individuals play a role in how the government functions. In that capacity, they are able to create laws and enact change. It is through participation in government and in the decision-making process that individuals can create change. In this unit, students will continue to explore those themes as well as learn about New Jersey citizens who impacted our State.

Enduring Understandings

Citizens and participation are what keep our government functioning. A major role of citizens in a representative democracy is to make responsible decisions about who should govern. Each citizen has a right and responsibility.

Essential Questions

Explain how the NJ State government works.
How are laws created in NJ?
Explain the importance of collecting taxes in relation to our school and community.
How can we create change within our government?
What is the relationship between economic growth and opportunity?
How did early immigrants impact NJ?

Learning Objectives

Define government and explain its purpose. Identify and explain a representative democracy.
Explain the qualifications to become an elected official in NJ.
Describe the role of the New Jersey Government versus the national government.
Describe the roles and responsibilities of elected representatives at the state level.
Compare and contrast the roles of elected officials on a state and local level.
Compare how laws are made on the state and federal level.
Identify who state leaders are and how a citizen can contact them.
Distinguish the roles and responsibilities of the three branches of the state government. (both state and federal)
Read and explain some of the main principles in the New Jersey Constitution.
Understand the concept of taxes and identify some services in the community that are paid for by taxes (e.g. school, county and state roads, fire, police, etc.)
Identify and define core civic virtues and democratic principles.

Explain the importance of the Voting Rights Act and the Americans with Disabilities Law. (DEI/People with Disabilities)
Jewish-American Suffrage in the United States (Holocaust)
Six Influential AAPI Women in Suffrage History (AAPI)
History of the ADA (DEI & Disabilities Awareness)
The Fight for Fair Voting (Amistad)
Six Influential AAPI Women in Suffrage History (AAPI)

Standards: Content

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.CivicsPI.5	Explain how government functions at the local, county, and state level.
6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.5.CivicsPI.7	Explain how national and state governments share power in the federal system of government.
6.1.5.CivicsPI.8	Describe how the United States Constitution defines and limits the power of government.
6.1.5.CivicsPI.9	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
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.
6.1.5.CivicsPD.4	Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
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).
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.
6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.

Standards: Interdisciplinary

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.4	Organize and present climate change data visually to highlight relationships or support a claim.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g.,

	4.MD.B.4, 8.1.5.DA.3).
RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
W.AW.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.IW.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.IW.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
W.IW.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
W.IW.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
W.IW.4.2.E	Provide a conclusion related to the information or explanation presented.
W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.PE.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Assessment Evidence

Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative & Benchmark	Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments Benchmark – Teacher generated unit assessments.
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, New Jersey Adventures in Time & Place, McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents, crayons, markers, tape, maps, colored pencils, scissors
Jewish-American Suffrage in the United States (Holocaust)
Six Influential AAPI Women in Suffrage History (AAPI)
History of the ADA (Disabilities Awareness)
The Fight for Fair Voting (Amistad)
Social Studies Primary Source List

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

X	Amistad	X	Diversity, Equity, and Inclusion
X	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change	X	Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness		Relationship Skills
	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy	X	Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		