Unit 1 - Civics, Government, and Human Rights

Content Area: **Template**
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.

Enduring Understandings

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.

Essential Questions

How does the local level of the United States government function?
How do we elect representatives?
Why do we elect representatives?
What are taxes?
How does the government use tax money to help the school and community?
How are laws created? What is the process?
Why do we create laws?
How do schools make rules?
How can students initiate change in their local school or community?
What are some rights and responsibilities as an American citizen?
Why do people need to stand up for change?
Who are some people who have stood up for change?
What are local issues or problems that need solutions?
How can I impact change in my community?

Learning Objectives

Define government.
Explain the purpose of government.
Identify and explain a representative democracy.
Describe the roles and responsibilities of elected representatives at the local level.
Identify who local leaders are and how a citizen can contact them.
Describe how local leaders can interact with citizens.

Understand the purpose of taxes and identify services in the community that are paid for by taxes (e.g. school, roads, fire, police, etc.)
Describe the local government of Totowa and identify the qualifications to be an elected official in town.
Identify qualities that make good leaders.
Explain basic democratic principles and civic virtue.
Use evidence to explain how core civic virtues and democratic principles impact decisions made at the classroom, school and local level.
Identify and define rules, laws and policies.
Explain the purpose of classroom and school rules and policies.
Investigate a school policy (e.g. dress code, attendance, etc.) and discuss how and why the policy was created.
Investigate a local town policy and discuss how and why the policy was created.
Investigate a law that impacts the local town and discuss how and why it was created. Identify a public problem that impacts the school, district or town and explain how policies are developed to address issues.
Describe ways that people work together in a classroom, school or local community and how working together benefits everyone.
Discuss different ways that individuals can participate in government, focusing on classroom, school and local participation.
Identify, explain, and provide examples of a democracy.
Discuss how people from diverse backgrounds may have different perspectives on rules, laws or policies.
Explain how and why it is important for people from diverse cultures to collaborate to find solutions for the local community.
Research and cite evidence for how the actions of Dr. Martin Luther King Jr. helped change society.
Discuss the impact of climate change and how policy (laws) help to end climate change.
Discuss the role and importance of immigration in the United States.
Why Does Climate Change Matter? | PBS LearningMedia (Climate Change)
Martin Luther King Jr.'s Impact in Cleveland (Amistad Law)
They're Coming to America: Immigrants Past and Present (Diversity, Equity & Inclusion)

Standards: Content

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.CivicsPI.5	Explain how government functions at the local, county, and state level.
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.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.

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.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.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
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.EconNE.1	Explain the ways in which the government pays for the goods and services it provides.

Standards: Interdisciplinary

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.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.
RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
RI.CI.3.2	Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
RI.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
RI.MF.3.6	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.CT.3.8	Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
W.AW.3.1	Write opinion texts to present an idea with reasons and information.
W.AW.3.1.B	Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
W.AW.3.1.C	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.IW.3.2.B	Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
W.IW.3.2.D	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
W.IW.3.2.E	Provide a conclusion related to the information or explanation presented.
W.WR.3.5	Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
W.SE.3.6	Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
SL	Speaking and Listening
SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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 (unit tests)
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Our Communities: MacMillian Mc Graw Hill, Microsoft 365, Primary and Secondary Source Documents, crayons, colored pencils, maps, tape, scissors
Why Does Climate Change Matter? | PBS LearningMedia (Climate Change)
Martin Luther King Jr.'s Impact in Cleveland (Amistad Law)
They're Coming to America: Immigrants Past and Present (Diversity, Equity & Inclusion)
Branches of Government Video

Supreme Court of the United States Video

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
	Holocaust		LGBT and Disabilities (Grades 6-12)
X	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
X	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		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		