Unit 1 - Civics, Government, and Human Rights

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

Unit Overview

Students will be introduced to the multiple levels of our government. Students will learn about local, state, and national governments. Furthermore, students will continue to learn about the rights and responsibilities of being a citizen.

Enduring Understandings

Local community and government leaders have roles and responsibilities to provide services for their community members. Part of living in a democratic society is having a voice in the decisions that are made in government.

Essential Questions

What are the different levels of government?
What are some rights and responsibilities as an American citizen?
What are the characteristics of a hero?
Who are our heroes?
Why is it important to stand up for the rights of others?

Learning Objectives

Identify and understand citizen's rights and responsibilities.
Define government and state its purpose.
Understand the purpose of voting.
Understand that Washington, D.C. is the capital of the United States.
Understand the separation between national, state and local governments.
Understand that each nation has its own separate government.
Describe the role of a city council.
Define and identify heroes.
Discuss qualities of heroes.
Define equal rights.
Identify individuals throughout history involved in fighting for the rights of African Americans.
Explain how women throughout history fought for equal rights.
Identify problems faced by Native Americans.
Identify heroes from Mount Rushmore and other local and national heroes.
Identify accomplishments of notable scientists, inventors and explorers.

Identify ways students can help in their community.
Determine appropriate ways to celebrate and honor heroes.
Define stereotyping and prejudice.
Discuss how bullying, stereotyping and prejudice hurt communities and individuals.
Work with a group to find solutions to bullying in the local community.
Great Americans, Second Grade Reading Passage (Diversity, Equity & Inclusion/Amistad Law)
Heroes (AAPI)
Garrett Morgan (Amistad Law)
NJ Bullying Laws (Holocaust Law)
Pacer Kids Against Bullying (Holocaust Law)
The Proudest Blue: A Story of Hijab and Family (DEI)
Wonder! (excerpts) - (DEI PPw/D)
NJ Bullying Lessons & Week of Respect Lessons
Fred Korematsu (reading) - AAPI, Holocaust

Standards: Content

6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPI.6	Explain what government is and its function.
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Standards: Interdisciplinary

8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and

	describe the factors that influenced the changes.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
RL.MF.2.6	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.CT.2.8	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
W.AW.2.1	With prompts and support, write opinion pieces to present an idea with reasons or information.
W.AW.2.1.B	Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
W.IW.2.2.B	Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
SL	Speaking and Listening
SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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 assessments, LinkIt, Reading Assessments , Unit assessments, LinkIt, Reading Assessments
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, We Live Together Mcmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents
Great Americans, Second Grade Reading Passage (Diversity, Equity & Inclusion/Amistad Law)
Heroes | PBS LearningMedia (AAPI)
Garrett Morgan (Amistad Law)
NJ Bullying Laws (Holocaust Law)
Pacer Kids Against Bullying (Holocaust Law)
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Wonder! (excerpts) - (DEI PPw/D)

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	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		