Unit 1 - Civics, Government, and Human Rights

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

Unit Overview

Rules for all to live by are a result of the actions of government, organizations, and individuals. Our country was founded on the rule of law and our values reflect that. Understanding our past helps us know our present. Students continue to learn more about civic values and virtues, our government, and the responsibilities of being a good person and citizen.

Enduring Understandings

Rules for all to live by are a result of the actions of government, organizations, and individuals. Our country was founded on the rule of law and our values reflect that. Understanding our past helps us know our present.

Essential Questions

Why do we have rules?
What do leaders do?
How can people treat each other with fairness and respect?
What does it mean to be a good citizen?
What are national symbols and traditions that are important in America?
Why are national symbols & traditions important?
What is diversity?
How do traditions and national symbols bring a diverse society together?
How can we promote tolerance, fairness and respect for others?
Why do we celebrate national holidays?

Learning Objectives

Define rules and responsibility.
Explain the responsibilities of citizens.
Explain why rules are needed at school.
Provide examples of community rules and why we have them/need them.
Define a leader and explain what their role is in our society.
Find out who are the local leaders of Totowa and other government leaders, like the President of the United States, and New Jersey Governor.
Recite the Pledge of Allegiance.
Identify American symbols such as the Eagle, the Flag, the Capitol, etc.
Identify the national anthem as a symbol of our country.

Explain how national symbols reflect American values and principles.
Explain how the symbols and monuments represent American beliefs and values and are part of the American identity.
Describe what makes the United States diverse.
Discuss how our nation became so diverse.
Understand characteristics of a culture (e.g., music, dance, traditions, holidays)
Identify roles within a family.
Describe the diversity of American families.
Identify and explain Holidays such as Memorial Day, Veterans Day, Labor Day, Juneteenth, Flag Day, Independence Day.
Explain the purpose of the U.S. Constitution.
The importance of treating everyone fairly and equally.
Define activism.
Career Exploration – Students will explore careers within our community.
Why Do We Need Rules?, First Grade Reading Passage
Treating Others Fairly Bingo (Diversity, Equity & Inclusion/Holocaust Law)
Arthur on Racism: Talk, Listen and Act Video (Diversity, Equity & Inclusion/Holocaust Law)
What is activism? (Climate Change)
Amistad Lesson Plan (Amistad Law)
We Are All Wonders (DEI)

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.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
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.1	Explain how national symbols reflect on American values and principles.
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.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
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

RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RL.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RI.CT.1.8	Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
W.AW.1.1	With prompts and support, write opinion pieces on a topic or texts.
W.AW.1.1.B	Support the opinion with facts or other information and examples related to the topic.
W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
W.IW.1.2.B	Develop the topic with facts or other information and examples related to the topic.
W.WR.1.5	With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
W.SE.1.6	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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, Project Based Learning
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents.
Why Do We Need Rules?, First Grade Reading Passage
Treating Others Fairly Bingo (Diversity, Equity & Inclusion/Holocaust Law)
Arthur on Racism: Talk, Listen and Act Video (Diversity, Equity & Inclusion/Holocaust Law)
What is activism? (Climate Change)
Social Studies Unit: Citizenship
Amistad Lesson Plan (Amistad Law)
Social Studies Primary Source List

Instructional Resource List

Curricular Mandates

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

	Amistad	X	Diversity, Equity, and Inclusion
X	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
	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		