

Swedesboro-Woolwich School District's Social Studies Curriculum Guidance Document

TCI "Social Studies Alive - Our Community and Beyond" Unit 4

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit 3 (Economics)/Module Overview

In Unit 4, students will learn to:

- In Lesson 13, students will explore why people join communities and how public services are paid for. Next, they'll learn about six different public services and rank their importance.
- In Lesson 14, students will plan and write a podcast about the government.
- In Lesson 15, students will complete an infographic that explains the relationship between people and leaders in a republic. Next, they'll explore the responsibilities of citizenship by taking part in a simulation of the democratic process.
- In Lesson 16, students will examine bumper stickers to learn about actions you can take to make a difference in the world. Then, they'll plan and carry out a community service project.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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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.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.6.:Distinguish the roles and responsibilities of the three branches of the national government.

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.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.

6.3.5.CivicsPD.3.:Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

Unit 1/Geography Weekly Learning Activities and Pacing Guide

Time Frame: 8 weeks

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Lesson 13: Providing Public Services (10 days)	6.1.5.CivicsPI.4.:Describe the services our government provides the people in the community, state and across the United States.	Objective: We are learning: <ul style="list-style-type: none"> Distinguish between public and private services. Analyze images related to various public services. Evaluate the relative importance of different public services. Use a bar graph and a pictograph to represent numerical data. Suggested Formative Assessment(s):	Texts <ul style="list-style-type: none"> Student Journal Materials <ul style="list-style-type: none"> Activity Card A–F: Public Services Handout: Access Points for Differentiation Spanish: Activity Card A–F Spanish: Handout: Access Points for Differentiation

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		<ul style="list-style-type: none"> Explore why people join communities and how public services are paid for. Learn about six different public services and rank their importance. Summative Assessment: TCI Assessments: Lesson 13 Providing Public Services 	<ul style="list-style-type: none"> Spanish: Student Journal Spanish: Teacher's Guide Teacher's Guide
Lesson 14: Government in the United States (10 days)	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.6.:Distinguish the roles and responsibilities of the three branches of the national government.	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Identify the three main levels of government in the United States and the basic law that all of them must obey. Describe the main responsibilities of individuals at various levels of government. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Plan and write a podcast about the government. Summative Assessment: TCI Assessments: Lesson 14 Government in the United States 	<p>Texts</p> <ul style="list-style-type: none"> Student Journal <p>Materials</p> <ul style="list-style-type: none"> Handout: Access Points for Differentiation Spanish: Handout: Access Points for Differentiation Spanish: Student Journal Spanish: Teacher's Guide Teacher's Guide
Lesson 15: Citizenship and Participation (10 days)	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).	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Identify four ways for people to have a voice in their community. Evaluate arguments for opposing positions on an issue. Describe a step-by-step process for preparing to vote responsibly in an election. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Complete an infographic that explains the relationship between people and leaders in a republic. <p>Explore the responsibilities of citizenship by taking part in a simulation of the democratic</p>	<p>Texts</p> <ul style="list-style-type: none"> Student Journal <p>Materials</p> <ul style="list-style-type: none"> Activity Card A–B: Signs Handout: Access Points for Differentiation Spanish: Activity Card A-B Spanish: Handout: Access Points for Differentiation Spanish: Student Journal Spanish: Teacher's Guide Teacher's Guide

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		<ul style="list-style-type: none"> Summative Assessment: TCI Assessments: Lesson 15 Citizenship and Participation 	
Lesson 16: Making a Difference in the World (10 days)	<p>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.</p> <p>6.3.5.CivicsPD.3.:Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Identify specific ways of showing public virtue. Develop a detailed proposal for a community project to help the world around students. Evaluate and compare ideas for community projects. <p>Suggested Formative Assessment(s)</p> <ul style="list-style-type: none"> Examine bumper stickers to learn about actions you can take to make a difference in the world. Then plan and carry out a community service project. Summative Assessment: TCI Assessments: Lesson 16 Making a Difference in the World 	<p>Texts</p> <ul style="list-style-type: none"> Student Journal <p>Materials</p> <ul style="list-style-type: none"> Activity Card A–B: Bumper Stickers Handout: Access Points for Differentiation Spanish: Activity Card A–B Spanish: Handout: Access Points for Differentiation Spanish: Student Journal Spanish: Teacher's Guide Teacher's Guide

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)