

TCI Unit 4: Civics and Economics in America

Content Area: **Social Studies**
Course(s): **Social Studies 5**
Time Period: **March**
Length: **Trimester 3**
Status: **Published**

Unit Overview

Compelling Question:

How did the Constitution and Bill of Rights give Americans a foundation for political and economic success?

Storyline:

On January 20, 2021, Amanda Gorman, a 22-year-old activist and poet, delivered a stirring recitation of her poem, “The Hill We Climb,” at President Joe Biden’s inauguration. One powerful excerpt from the poem states, “. . . and yes we are far from polished. Far from pristine. But that doesn’t mean we are striving to form a union that is perfect. We are striving to forge a union with purpose, to compose a country committed to all cultures, colors, characters, and conditions of man.” How did the Constitution and Bill of Rights lay the framework for such a vision?

Priority Standards

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

Learning Targets

What are the key features of the U.S. Constitution?

What are the basic rights and freedoms of the American people?

What does it mean to be a citizen of the United States?

How did the Founding Fathers create the economy we use today?

Essential Questions

How did the Constitution and Bill of Rights give Americans a foundation for political and economic success?

Unit Assessments

1. Unit Online Assessment
2. A culminating project about the state of New Jersey (this can be a report or presentation).
3. Each Unit includes an inquiry project that can be used as an assessment grade.
4. The Units' hand-on activities and writing extension activities can also be used as assessment grades
5. Exit tickets
6. Our curriculum comes with online games and vocabulary activities

Learning Plan (Skills and Activities)

Pacing Guide	Unit / Compelling Question	Lessons	Total Sections	Learning Targets	Hands On Activities/Materials	Ways to Incorporate Reading and Writing Standards into this Unit
		14. The Constitution	8	What are the key features of the U.S. Constitution?	U.S. Constitution Vocabulary page 285 - 286 Functions of U.S. Government through video page 287 Show What You Know Match Up (assessment?) page 300	Analyze “The Hill We Climb” by Amanda Gorman. Compare this to the Constitution and Bill of Rights on page 277 • RI.5.3 [Explain the Relationship
		15. The Bill of Rights	10	What are the basic rights and freedoms of the American people?	Bill of Rights Mini Dramas page 305 Analyze Newspapers Headings page 315 - 316	
4. Civics and Economics in America	16. Our Role in Government	7		What does it mean to be a citizen of the United States?	Analyze Early Patriot Quotes page 330 Free Market Economy Puzzles and the Constitution's Influence page 339	Civic Values: determine problem and solutions in your community page 319 (331 - 332)
	17. Shaping America's Economy	7		How did the Founding Fathers create the economy we use today?	Economic Concepts Organizer page 348	

Priority standards

6.1.5.HistoryCC.15:

Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

Materials and Resources

- All teacher resources are available online
- Student workbooks also come in a digital format
- All materials for the hands-on activities are available on the on; one platform
- Teaching maps and photographs for each lesson are available under the map or media library tabs
- Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills.
- Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block.
- Video components are available for some lessons.
- The online platform has review games as well as vocabulary activities for every unit.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and

TECH.9.4.5.IML.7

cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Cross Curricular Connections

Comprehension and Collaboration: CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Comprehension and Collaboration: CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

● Language Arts

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a subject area. (reading)
- Draw on information from print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (reading)

● Social Justice / Social Emotional Learning

- Recognize physical and cultural traits of their local area and of the United States.
- Communicate clearly and effectively.

21st Century Life and Career Ready Practices

WRK.9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

CRP.K-12.CRP11

Use technology to enhance productivity.

Strategies for Intervention (At Risk, Special Education, 504, ELL)

- Chunk larger assignments into more manageable parts
- "Give One, Get One"

- "Perfect 10"
- "Scavenger Hunt"
- "Tic Tac Toe"
- Allow oral responses
- Allow students to work cooperatively
- Audio supports
- Extend pacing of lessons
- Group or Partner work with models
- Interactive notebooks
- Provide copy of class notes as needed
- Provide graphic organizers
- Provide study guides as needed
- Provide word bank for vocabulary assessments
- Reteach, reword assignments
- Small group instruction/Centers
- Use of Google Translate or dictionary in native language
- Utilize visual aids such as pictures, timelines, artifacts, etc

Strategies for Enrichment (G & T)

- Educational Games
- Level Up Challenges
- Peer Model
- Project Based Learning Assignments
- Small Group Instruction
- Use of A.I. platforms such as Chat GPT or Magic School to create boards
- Use of Canva to create digital media for projects
- Use of mini projects focused on topic at hand
- Use of multi-sensory activities