Unit 2 - History, Government, Politics

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 2**
Length: **alternates with Science**
Status: **Published**

NCS 3rd grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

History/Government/Politics

Main responsibilities of individuals and departments in a community government, offices of city government, three main levels of government in the United States, basic laws, selected government leaders and level of governments

Rosa Parks, Cesar Chavez, Ruby Bridges, Lois Marie Gibbs, Judy Heumann, and their contribution to their communities

Individual responsibility to make a community a better place to live

Inidividuals and organizations who contribute to public good

Four ways people have a voice in their community

Enduring Understanding

Explain how rules and laws created by community, state and national governments protect the rights of people, help resolve conflicts and promote the common good 6.1.4.A.1

Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (freedom of expression, freedom of religion, the right to vote, the right to due process) contribute to the continuation and improvement of American democracy 6.1.4.A.2

Explain how "fairness", "equality" and the "common good" have influenced change at the local and national levels of United States government 6.1.4.A.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 6.1.4.A.7

Compare and contrast how government functions at the community, county, state and national levels, the services provided, and the impact of policy decisions made at each level 6.1.4.A.8

Compare and contrast responses of individuals and groups, past and present, to violations of fundamental

rights 6.1.4.A.9

Describe how the actions of Dr. Martin Luther King Jr. and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations 6.1.4.A.10

Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national and global levels 6.1.4.A.11

Explain the process of creating change at the local, state or national level 6.1.4.A.12

Describe the process by which immigrants become United States citizens 6.1.4.A.13

Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national and global challenges 6.1.4.A.15

Evaluate what makes a good rule or law 6.3.4.A.1

Essential Questions

What laws/rules should govern our class?
What are the roles of leaders within the community?
Who works at City Hall?
How do people improve their communities?
What are the public services in our community?
How do we have a voice in our community?
What are behaviors of a "good" citizen/community member?
How do laws and rules protect and serve citizens?
What makes a good rule or law?

Skills

Demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future

Apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment

Describe the characteristics of an effective rule or law (i.e achieves purpose, clear, fair, protects rights and the common good)

Differentiate between power and authority

Recognize that government exists at the community, county, state and federal levels

Recognize national, state and local legislators and government officials and explain how to contact them for help or to express an opinion

Describe the contributions of voluntary associations and organizations in helping government provide for its citizens

Identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the Declaration of Independence, the United States Constitution and the Bill of Rights, and the first New Jersey Constitution

Learning Targets include limited to:

How to describe how rules and laws are developed to protect people's rights adn the security and welfare of society

Describe how the United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens

Describe how the American constitutional government is based on principles of limited government, shared authority, fairness and equality

Describe how there are different branches within the United States government, each with its own structure, leaders and processes, and each designed to address specific issues and concerns

Describe how in a representative democracy, individuals elect representatives to act on the behalf of the people

Describe how the examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights

Describe how the United States democratic system requires active participation of its citizens

Describe how immigrants can become and obtain the rights of American citizens

Describe how in an interconnected world, it important to consider different cultural perspectives before proposong solutions to local, state, national and global challenges

Recognize that people have different perspectives based on their beliefs, values, traditions, culture and experiences

Identify stereotyping, bias, prejudice and discrimination in their lives and communities

Performance Tasks include but not limited to:

In groups, create a human monument to celebrate what the person did to improve his/her community (Use

own bodies and props)

Walking trips to City Hall, Northfield Police Deparentment, Northfield Fire Department, Northfield Public Library

Standards

Include but not limited to:

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
SOC.6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.A.7	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.
SOC.6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
SOC.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
SOC.6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
SOC.6.1.4.A.13	Describe the process by which immigrants become United States citizens.
SOC.6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

Assessments

Pre-Assessment:

Pretests

KWL Charts

Discussions

Surveys, Questionnaires

Questioning

Predictions

Self-evaluation

Ongoing:

Performance Tasks

Questioning & Discussion

Teacher Observation

Student Participation

Quizzes & Tests

Use of charts, tables, graphs & maps

Projects

Presentations

Completing blank maps

Homework

Practice Workbook

Resources/Instructional Materials

Our Community and Beyond text & workbook

art materials

television

computers

Internet sites

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.