

Subject: Civics

Grade: 6

Prepared by:

(Mike Kilgallen)

Superintendent of Schools:

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Approved by the Midland Park Board of Education on

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Born on August 22, 2022

6th Grade Civics

Course Description:

Sixth graders, as a result of Wooten's Law passed in 2021, will receive Civics education for one consecutive semester in middle school. The goal is to familiarize them with how governments are arranged, how they work, and most importantly our role as citizens in moving the government forward. Students, as a result of this course, will ultimately be more likely to be active participants in society, upholding their responsibility to vote, volunteer, and work to solve community problems.

Course Sequence:

September:	Foundational Concepts and Principles	(20 days)
October:	Foundational Documents	(20 days)
Nov-Dec:	The Constitution, American Ideals, American Experience	(30 days)
January:	Role of the Citizen	(20 days)

Pre-requisite:

No pre-requisite

UNIT #1**Overview****Content Area: Civics****Unit Title: Foundational Concepts and Principles****Grade Level(s): 6**

Core Ideas: The United States of America is unique among nations in that it was founded upon an idea. What unites us as Americans is our shared commitment to those ideas and ideals. Any analysis of the structure of American government requires that students first understand the foundational concepts that are the rationale for a constitutional democracy. This unit will ask students to explore the key concepts and principles upon which the government of the United States was established.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)**6.3.8.CivicsH
R.1

Construct an argument as to the source of human rights and how they are best protected.

6.3.8.CivicsPI
1

Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve

6.3.8.CivicsPR
.1

Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies.

6.3.8.CivicsPR
.5

Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.8.CAP.9

Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post- secondary options.

9.2.8.CAP.10

Evaluate how careers have evolved regionally, nationally, and globally.

9.4.8.GCA.1

Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Literacy (standard 8 or 9.4.(TL))

9.4.8.IML.1

Critically curate multiple resources to assess the credibility of sources when searching for information

9.4.8.TL.3

Select appropriate tools to organize and present information digitally.

Interdisciplinary Connection / Companion Standards ELA/L

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

The **Amistad** Commission mandate, which requires that teaching of the African slave trade, slavery in America and the vestiges of slavery in the country and the contributions of African-Americans to our society, is met through social studies lessons teaching about leaders, including Martin Luther King, Jr. Resource: Amistad:

www.njamistadcurriculum.net/history/units. References to this mandate are made within the pacing guide and lessons in which it is embedded: freedoms of people in various societies or lack thereof (Chad, Sudan, Uzbekistan, ...)

The **Holocaust** Mandate (which indicates that issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide) is often taught during Character Education lessons (social skill stories) and is incorporated during Social Studies when leaders (past and present) in our country and community are referenced.

References to this mandate are made within the pacing guide and lessons in which it is embedded: some governments like the dictatorship of Nazi Germany led to genocide through the persecution of Jews and other victims

AAPI include the First Nations people from Asia (over the Ice Age's land bridge connecting Asia to north America) were the first inhabitants of this land. They were later referred to as Native Americans

LGBT examples include Acts passed that balance the rights of all citizens (Equality Act bill, which would become an amendment of the Civil Rights Act of 1964)

Unit Essential Question(s):

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

Unit Enduring Understandings:

- Every human being is entitled to certain “natural” rights.
- The concept of natural or human rights arises from basic common religious or philosophical concepts about the dignity of each human being.
- Natural rights were defined by John Locke as “life, liberty and property”.
- The Declaration of Independence is based on the concept of human rights
- In a state of nature, the strong would take advantage of the weak. We need a government with the authority to protect individual rights, resolve conflicts and maintain order.
- Through the social contract, people give up some of their freedom to the government to preserve order and peace.
- A strong commitment to the rule of law has been crucial to efforts to limit the abuse of authority and the arbitrary use of power.
- Governments establish and enforce laws to maintain safety and order.
- There are many different forms of government that government may take. Some forms of government, such as dictatorships, are based solely on power.
- The legitimacy of a government is based on consent of the governed, the rule of law and the protection of human rights.
- Democratic governments work to balance social order and the protection of individual rights.
- The Founders based their concept of a democratic republic on the ideas of civic virtue and the common good that they adopted from ancient Greek and Roman republics.
- Civic virtue requires citizens to put the interests of the community or the “common good” or general welfare above their individual interests. This involves informed, engaged participation in voting, volunteering, and acting responsibly.
- Civic virtue is the cement that holds a democratic society together.
- American Ideals are those core values and principles that the structures and practices of the Constitutional system are designed to realize and protect.
- While citizens may debate how to best realize them, American Ideals represent the core elements of a national consensus if democracy is to survive.
- American Ideals represent the American experiment in representative government at its best and are enshrined in the nation’s founding documents.
- Conflicts are often unavoidable. One of the roles of government is to create institutions--primarily

	<p>courts-- to resolve conflicts among individuals through litigation.</p> <ul style="list-style-type: none"> ● Individuals can learn skills for resolving conflicts peacefully in their lives. ● Peaceful conflict resolution requires active listening and respect for diverse perspectives. ● Elections are how the public identifies and approves those individuals who will make political decisions for the common good. This is “consent of the governed”. ● Elections are also how we discuss and debate political issues. Therefore, elections are inherently controversial and critical thinking skills need to be used to understand facts and issues. ● Elections are at the core of how a representative democracy functions. The right to vote is a critical component of American political life.
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Evidence of Learning

Formative Assessments: Conferencing, student-produced work, Nearpod assessments, homework

Summative/Benchmark Assessment(s): Quizzes, tests, projects, mock election

Alternative Assessments: Modified versions of formative and summative assessments, project-based assessments, oral analyses

Resources/Materials: Teacher-made materials

Key Vocabulary: vocabulary will be based on each lesson and mini-lesson

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Natural Rights	How natural/human rights can be protected	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days
Authority	Why we need government What makes authority legitimate	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days
Common Good and Civic Virtue	Why “civic virtue” is necessary for a democracy to survive How the idea of the “common good” gives rise to the social contract	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days

Social Order and Individual Rights	How the social contract limits individual freedom for the common good	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days
American Ideals	American Ideals that we have	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days
Conflict Resolution	How conflicts can be resolved peacefully	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days
Elections	Why the right to vote is critical in a democratic republic	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon	3 days

Additional Resources:

NewsEla Readworks [Lesson Ideas](#)

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G & T teacher ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level 	<ul style="list-style-type: none"> ● Consult with I & RS as needed ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan 	

UNIT #2**Overview****Content Area: Civics****Unit Title: Foundational Documents****Grade Level(s): 6**

Core Ideas: This unit examines how the foundational concepts identified in Unit One are articulated in the nation's founding documents and established in the structure of American government. Students will explore the ideals expressed in the Declaration of Independence, providing the background for the next unit's study of how the Declaration inspired generations of Americans to more fully realize its core concepts of liberty, equality, and justice. The United States Constitution and the state constitutions provide the structural framework for limited government and constitutional democracy, and understanding these documents is a crucial component of active citizenship. The unit concludes with an examination of the Bill of Rights and the amendment process as students come to understand that the Constitution is a living document and American democracy is an ongoing experiment requiring their active participation.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)**

6.1.8.HistoryU P.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy
6.1.8.HistoryC C.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.CivicsPI 3.d	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.Civics.P D.3.a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights
6.3.8.CivicsPR .5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Literacy (standard 8 or 9.4.(TL))

9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Interdisciplinary Connection / Companion Standards ELA/L

RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

The **Amistad** Commission mandate, which requires that teaching of the African slave trade, slavery in America and the vestiges of slavery in the country and the contributions of African-Americans to our society, is met through social studies lessons teaching about leaders, including Martin Luther King, Jr. Resource: Amistad: www.njamistadcurriculum.net/history/units. References to this mandate are made within the pacing guide and lessons in which it is embedded: Amendments to our Constitution would eventually give rights to women, Natives, African Americans, ... "in order to form a more perfect union"

The **Holocaust** Mandate (which indicates that issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide) is often taught during Character Education lessons (social skill stories) and is incorporated during Social Studies when leaders (past and present) in our country and community are referenced. References to this mandate are made within the pacing guide and lessons in which it is embedded

LGBT examples includes wording of documents such as “All Men are Created Equal” and its literal vs interpreted meaning

Unit Essential Question(s):

- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

Unit Enduring Understandings:

- The United States Constitution and Bill of Rights were designed to provide a framework for the United States system of government, while also protecting individual rights.
- Debates about individual rights, states’ rights, and federal power shaped the development of the political and economic institutions and practices of the new Republic.
- Congress represents the diverse interests of the American people.
- Congress is the most important link between citizens and the federal government.
- Lawmaking is the primary and most important function of Congress.
- Members of Congress must fulfill several roles as lawmakers, politicians, and servants of their constituents.
- State and local legislatures carry out many of the same powers as the national legislature
- The Constitution defines the roles and qualifications of the President
- The role of the Executive Branch has expanded since our nation was founded.
- Historically the President has stretched the powers of the office and debate continues over this issue today.
- The Cabinet members are the President’s top advisors and are influential in decisions that affect the country.
- The Electoral Process has led to much controversy in recent Presidential elections.
- The State and local levels include executive offices which carry similar responsibilities to those of the President of the United States.
- The Constitution created a Supreme Court, its jurisdiction and the manner and terms of federal judicial appointments.
- The Supreme Court will make decisions that will impact the country for years to come.
- The inferior constitutional courts form the core of the federal judicial system
- The power of judicial review laid the foundation for the judicial branch’s key role in government.
- Federalism promotes national unity while giving states control over state and local matters.
- The guarantees in the Bill of Rights reflect the nation’s commitment to personal freedom and to the principle of limited government.
- The due process clause of the fourteenth amendment ensures that state governments do not limit or take away rights given to citizens by the national government.

	<ul style="list-style-type: none"> • The establishment clause sets up “a wall of separation between church and state”. • The free exercise clause protects religious beliefs but does not religious actions that violate laws or threaten safety • The guarantees of free speech and press are intended to protect the expression of unpopular views. • The rights of peaceable assembly and petition protect the people’s right to bring their views to the attention of public officials.
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Evidence of Learning

Formative Assessments: Conferencing, student-produced work, Nearpod assessments, homework,

Summative/Benchmark Assessment(s): Quizzes, tests, projects, mock convention

Alternative Assessments: Modified versions of formative and summative assessments, project-based assessments, oral analyses

Resources/Materials: Teacher-made materials

Key Vocabulary: vocabulary will be based on each lesson and mini-lesson

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Historical Foundations of the American Republic	<p>The extent to which the founding documents (Declaration of Independence, Constitution Bill of Rights) articulate and establish/ensure American Ideals</p> <p>The extent that democracy depends on citizens and elected and appointed officials having civic virtue and working toward the common good</p>	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days
Federalism	Federalism is a key part of the structure of U.S. government	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days
The Legislative Branch	The legislative branch should continue to be considered “first among equal” branches	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days
The Executive Branch	The American government can best ensure effective administration while protecting against abuse of power	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon	3 days

		Power Point Notes	
The Judicial Branch	The Constitution can try to ensure that all citizens are equal before the law	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days
The Bill of Rights and Amendment Process	The Constitution's need for a Bill of Rights The Bill of Rights ensures that fundamental human rights are protected	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days

Additional Resources:

NewsEla
Readworks
[Lesson Ideas](#)

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G & T teacher ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Consult with I & RS as needed ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan 	

UNIT #3**Overview****Content Area: Civics****Unit Title: The Constitution, American Ideals, and the American Experience****Grade Level(s): 6**

Core Ideas: The Preamble to the United States Constitution outlines its purposes and ideals in the following language: “We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States...”

This unit will investigate the challenges and triumphs to fulfilling our American ideals. The unit will begin with an examination of the goals highlighted in the Preamble of the Constitution. By tracing the preamble through American history, students will assess the effectiveness of our early citizens in meeting the goals of the Constitution. Students will evaluate how each American ideal has grown and expanded to be more inclusive. As we continue to struggle in fulfilling the potential of the American ideals, students will be encouraged to identify additional areas of growth toward a “more perfect union.”

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSL)**

6.1.8.CivicsPI.3.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsPI.3.b 6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans and Native Americans during this time period.
6.1.8.CivicsHR.3.a	Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
6.1.8.CivicsHR.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery and other issues during the Antebellum period.
6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and limitations of First Amendment Rights (e.g., Supreme Court decisions).
6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.1.8.CivicsDP.4.a	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th and 15th Amendments to the United State Constitution from multiple perspectives.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Literacy (standard 8 or 9.4.(TL))

9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Interdisciplinary Connection / Companion Standards ELA/L

WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

The **Amistad** Commission mandate, which requires that teaching of the African slave trade, slavery in America and the vestiges of slavery in the country and the contributions of African-Americans to our society, is met through social studies lessons teaching about leaders, including Martin Luther King, Jr. Resource: Amistad:

www.njamistadcurriculum.net/history/units. References to this mandate are made within the pacing guide and lessons in which it is embedded: the “compromise” in the Constitution was to table the idea of ending slavery for 20 years

The **Holocaust** Mandate (which indicates that issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide) is often taught during Character Education lessons (social skill stories) and is incorporated during Social Studies when leaders (past and present) in our country and community are referenced. References to this mandate are made within the pacing guide and lessons in which it is embedded: the “compromise” in the Constitution was to table the idea of ending slavery for 20 years

LGBT examples include current events issues that impact civil rights (women’s rights)

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and the respect for human dignity? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none">
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Evidence of Learning

Formative Assessments: Conferencing, student-produced work, Nearpod assessments, homework,

Summative/Benchmark Assessment(s): Quizzes, tests, projects

Alternative Assessments: Modified versions of formative and summative assessments, project-based assessments, oral analyses

Resources/Materials: Teacher-made materials	Key Vocabulary: vocabulary will be based on each lesson and mini-lesson
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
American Ideals	How the U.S. has met the fundamental principles established in the Constitution The opportunities and challenges that are facing a diverse democracy founded on ideas rather than ethnicity	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	5 days
Justice/Fairness	How we ensure that people are treated fairly	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	5 days

Equality	The extent that the American experience succeeded has had in achieving the aspiration that “all men (people) are created equal”	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	5 days
Freedom of Speech, Assembly and Right to Petition	Limits on freedom of speech or the ability of protest and petition the government Restrictions on free speech in social media	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	5 days
Freedom of Religion	How we can balance conflicts between religious beliefs and the protection of the rights of others	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	5 days
Liberty versus “Domestic Tranquility	How the U.S. has balanced the need for order (“domestic tranquility”) and the protection of individual rights (“liberty”)	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	5 days

Additional Resources:

NewsEla

Readworks

[Lesson Ideas](#)

We the People: The Citizen and the Constitution and/or other simulated legislative hearing or judicial hearing about current day issues

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G & T teacher ● Provide extension activities ● Build on students’ intrinsic motivations 	<ul style="list-style-type: none"> ● Consult with I & RS as needed ● Provide extension activities ● Build on students’ intrinsic motivations

Midland Park Public Schools

<ul style="list-style-type: none">● Consult with parents to accommodate students' interests in completing tasks at their level of engagement	<ul style="list-style-type: none">● Consult with parents to accommodate students' interests in completing tasks at their level of engagement
504 Students	Other:
<ul style="list-style-type: none">● Consult 504 Plan	

UNIT #4**Overview****Content Area: Civics****Unit Title: The Role of the Citizen in a Democratic Society****Grade Level(s): 6**

Core Ideas: In addition to civic education content, students require opportunities to develop and practice the skills and dispositions to become active and well-informed supporters of their community. Voting is an important responsibility of citizenship, but students must also learn how to interact with the appropriate levels of government to address matters of public policy that affect their lives and occupations. This unit explores the nature of citizenship and offers questions and strategies to help students develop the skills they will need to be active members and supporters of their communities.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSL)**

6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts
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6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state and national level
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6.3.8.CivicsPI.4	Investigate the role of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from it
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6.3.8.CivicsPD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments and develop a reasoned conclusion
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6.3.8.CivicsPD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state or national level
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6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions and communicate the best one to an appropriate government body
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6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change
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6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy
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6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society
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6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints and willing to take action on public issues
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6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.
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6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve
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6.3.8.CivicsPI.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies.
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Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
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9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
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9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
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9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
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9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
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9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., 6.1.8.CivicsDP.1).
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9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze
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	the factors that led to a positive or negative outcome.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a,).
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
Technology Literacy (standard 8 or 9.4.(TL))	
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
Interdisciplinary Connection / Companion Standards ELA/L	
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)	
The Amistad Commission mandate, which requires that teaching of the African slave trade, slavery in America and the vestiges of slavery in the country and the contributions of African-Americans to our society, is met through social studies lessons teaching about leaders, including Martin Luther King, Jr. Resource: Amistad: www.njamistadcurriculum.net/history/units . References to this mandate are made within the pacing guide and lessons in which it is embedded: current event issues like police reform and the prison system, definitions of systemic racism and if it happens anywhere worldwide	
The Holocaust Mandate (which indicates that issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide) is often taught during Character Education lessons (social skill stories) and is incorporated during Social Studies when leaders (past and present) in our country and community are referenced. References to this mandate are made within the pacing guide and lessons in which it is embedded: social action to help solve issues where rights of people are being infringed upon	
LGBT examples include current events issues that impact civil rights (women's rights)	
Unit Essential Question(s): <ul style="list-style-type: none"> How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Citizenship is a relationship between an individual and a state to which the individual owes allegiance and in turn is entitled to its protection. Each nation determines the conditions under which it will recognize persons as its citizens, and the conditions under which that status will be extended or withdrawn. Citizens have additional rights and responsibilities that non-citizens do not possess. Local government includes school boards, municipalities, and counties; each with specific authority. The New Jersey Constitution delegates certain powers and responsibilities to local governments and school boards. State government includes three branches-- executive, legislative and judicial--with separate powers and checks and balances. Decisions made by local and state governments have enormous impact on our lives. Public policy includes the decisions, commitments and actions made by those who hold or affect government positions.

	<ul style="list-style-type: none"> ● Public policies are often embodied in laws, rules or regulations. ● Civil society includes media, voluntary organizations and interest groups, which mediate between individuals and government. ● Individuals and civil society can influence public policy outcomes by speaking with their elected representatives and lobbying for change. ● Students will identify and discuss a variety of community issues, engaging in comprehensive research and analysis of the issues, utilizing appropriate reading, writing, and informational literacy skills. ● Issues will be prioritized based on their scope, duration, impact and feasibility. ● Students will appreciate the value of reaching consensus regarding which issue(s) to prioritize. of the issues identified ● A fully researched and analyzed solution to a contemporary public policy issue helps students to develop important literacy, problem-solving and critical thinking skills. ● Developing an action plan to have a public policy solution implemented by an appropriate governmental agency develops civic skills and positive civic attitudes. ● Students will reflect on the value of civic engagement to society and to each individual. ● Lifelong citizen engagement and participation in the community is necessary for our democracy to continue. ● The cohesiveness of our democratic society today is a product of the contributions of historical and current leaders and citizens.
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Evidence of Learning

Formative Assessments: Conferencing, student-produced work, Nearpod assessments, homework,

Summative/Benchmark Assessment(s): Quizzes, tests, projects

Alternative Assessments: Modified versions of formative and summative assessments, project-based assessments, oral analyses

Resources/Materials: Teacher-made materials

Key Vocabulary: vocabulary will be based on each lesson and mini-lesson

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Rights and Responsibilities of Citizenship	What a citizen is	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days

Local and state government	How the three branches of government function at the local and state level in New Jersey	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days
Public policy-making	How individuals and civil society can influence public policy	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days
Citizen Action: Identifying a problem or issue	What the challenges facing my community are and how can I help	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days
Citizen Action: Developing and proposing a solution	Skills necessary for effective, informed citizenship	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days
Civic Participation : Active Citizenship and democracy	The value of civic engagement? The balance between individual freedom and the common good	Teacher made notes Nearpod Define and discuss vocabulary Web Quest Power point notes Timelines Political cartoon Power Point Notes	3 days

Additional Resources:

NewsEla

Readworks

[Lesson Ideas](#)

Project Citizen, Generation Citizen, YPAR or other citizen action activity

Differentiation/Modification Strategies

Students with Disabilities

- Consult student IEP
- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Consult student ELL Plan
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G & T teacher ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Consult with I & RS as needed ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan 	