Red Bank Charter School
Grade 6 Civics Curriculum

Recommended Pacing Guide	
Unit 1: Foundational Concepts and Principles ● Human Rights ● Why Do We Need Government? ● Civic Virtue ● American Ideals ● Conflict Resolution in a Democratic Society ● Elections	20 Days
Unit 2: Foundational Documents ● Foundations of American Ideals ● The Legislative Branch ● The Executive Branch ● The Judicial Branch ● Federalism ● Bill of Rights	20 Days
Unit 3: The Constitution and the American Experience ● Overview of the Constitution ● Justice in the Constitution ● Balance of Order ● Liberty	25 Days
Unit 4: Role of the Citizen ● Rights and Responsibilities of Citizenship ● Local and State Government ● Public Policy ● Citizen Action ● Civic Participation	15 Days

ACCOMODATIONS	MATERIALS	INTERDISCIPLINARY STANDARDS

Evidence of Student Learning		
Formative Tasks: ● Teacher Observation ● Teacher Checklist ● Verbal question & answer	**Summative Assessments:** ● Student participation scored via rubric ● Performance Tests	**Benchmark Assessments:** ● Baseline SGO ● Mid-year SGO ● End of year SGO

• Self-evaluation of performance and progress • Quizzes • Exit Slips • Running Records • Class Observation • Think-pair-share	• Argument Responses based off rubric	

Unit 1: Foundational Concepts and Principles
20 Days

Standards	Objectives
6.1.8.CivicsPI.3.b: 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..	Students will be able to: ● Explain that The Declaration of Independence is based on the concept of human rights. ● Determine why governments establish and enforce laws to maintain safety and order. ● Explain how democratic governments work to balance social order and the protection of individual rights. ● Define civic virtue and that it requires citizens to put the common good above their individual interests. ● Explain how American ideals are the core values and principles that the Constitutional system is designed to protect. ● Analyze the roles of government and individuals in conflicts. ● Explain the importance of elections to individuals and democratic societies.
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.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).	
6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.	
6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.	
6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.	
6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.	
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.	
6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.	

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.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.	
6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).	
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.	
6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.	

Alternative Assessments
● Mock Election ● Design a Government Project

Unit Materials
● iCivics, Facing History

Unit 2: Foundational Documents
20 Days

Standards	Objectives
6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	Students will be able to: ● Analyze the United States Constitution as a framework for the United States government and citizens. ● Describe the function of Congress, and roles Members of Congress have. ● Explain the function of the Executive Branch. ● Explain the role of the Judicial System. ● Describe how federalism provides balance to state and local issues. ● Explain the importance of the Bill of Rights in protecting individual rights.
6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.	
6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.	
6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.	
6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. 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.	
6.3.8.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.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.	
6.3.8.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.	
6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level	
6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.	

Alternative Assessments
● Roleplay the Constitutional Convention ● Create your own Bill of Rights

Unit Materials
● Copies of the Bill of Rights, Declaration of Independence, and Constitution

Unit 3: The Constitution and the American Experience
25 Days

Standards	Objectives
6.1.8.CivicsPI.3.b: 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.	Students will be able to: ● Explain how the Constitution addressed many deficiencies in the Articles of Confederation. ● Argue that ensuring the right to vote is an essential component of a successful democracy. ● Explain that the desire for "fairness" or "justice" is the primary reason why people are willing to create a government. ● Define the right to "due process". ● Describe that domestic tranquility refers to the expectation by citizens that the government will ensure an orderly society. ● Argue how the peaceful transfer of power is a critical element of democracy.
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.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).	
6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.	
6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.	
6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.	
6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.	
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.	

6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.	
6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. 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.	
6.3.8.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.	
6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).	
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.	
6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.	

Alternative Assessments
● Supreme Court Simulation ● Create a visual to represent the meaning of liberty

Unit Materials
● Copies of the Constitution

Unit 4: Role of the Citizen
15 Days

Standards	Objectives
6.1.8.CivicsPI.3.b: 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.	Students will be able to: ● Explain that each nation determines the conditions under which it will recognize persons as its citizens. ● Compare the rights and responsibilities of citizens and non-citizens. ● Explain how decisions made by local and state governments have enormous impacts on our lives. ● Describe the structure of state governments. ● Define public policy. ● Explain how individuals and civil society can influence public policy outcomes. ● Identify and discuss a variety of community issues. ● Develop an action plan to implement a public policy issue.
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.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).	
6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.	
6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.	
6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.	
6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.	
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.	

6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.	● Argue that lifelong citizen engagement and participation in the community is necessary for our democracy to continue.
6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).	
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.	
6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.	

Alternative Assessments
● Create a graphic organizer that diagrams citizen rights and responsibilities at different levels of citizenship--home, school, city, state, and nation.

Unit Materials
● NJ Center for Civic Education