

Grade 6 Scope & Sequence: Civics

Marking Period	Unit	Topics	Suggested lessons
1st MP	<p>Unit 1: Founders Basic Ideas about Government</p> <p>Overarching Essential Questions:</p> <ul style="list-style-type: none"> - What would happen if we didn't have rules or laws? - Why does government exist? - What can we learn from the past? <p>Content-based essential questions:</p> <ul style="list-style-type: none"> - What are examples of rules and laws? - What was the Enlightenment? - What is Enlightenment philosophy? - What is the state of nature? - What are natural rights? - What is a compact/constitution? - What political beliefs did people bring with them to the colonies? - How did the colonial experience influence their views on government and authority? 	<ul style="list-style-type: none"> • Natural Rights Philosophy • Enlightenment Thinking • Personal & historical experiences (English common law; religious freedoms; diversity of peoples in the colonies; House of Burgesses; Mayflower Compact; the Stamp Act; Quartering Act; etc; American Revolution) 	WTP suggested lessons 2-5
1st MP	<p>Unit 2: A More Perfect Union</p> <p>Overarching Essential Questions:</p> <ul style="list-style-type: none"> - Why does government exist? - What is power? - How can abuse of power be avoided? <p>Content-based essential questions:</p>	<ul style="list-style-type: none"> • Philadelphia Convention • Key Debates • Federalists & Anti-federalists 	WTP suggested lessons 7-10

	<ul style="list-style-type: none"> - What was the Articles of Confederation? - Why were the powers of the central government so limited? - Why was the Philadelphia Convention called? - What was the New Jersey Plan? - What was the Virginia Plan? - What enlightenment ideals can be found in the Constitution? - Who were the Federalists and Anti-Federalists? - What were each group's beliefs? -What role did compromise play in the creation of the Constitution? - How did the Framers create a stronger national government? - Where did the Framers realize Enlightenment ideals? - Where did the Framers fall short of their own ideals? 		
<p>2nd MP</p>	<p>Unit 3: The US Constitution</p> <p>Overarching Essential Questions:</p> <ul style="list-style-type: none"> - Why does government exist? - How can abuse of power be avoided? <p>Content-based essential questions:</p> <ul style="list-style-type: none"> - What are the branches of government? - What powers belong to each branch? - Why are there checks and balances? - What is federalism? - Why did the Framers create a system where the 	<ul style="list-style-type: none"> ● Branches of Government ● Federalism 	<p>WTP suggested lessons 11-16</p>

	<p>federal and state governments share powers?</p> <ul style="list-style-type: none"> - Why did the Framers create a system where the federal and state governments also have separate and unique powers? 		
3rd MP	<p>Unit 4: The Meaning of Citizenship: Rights & Responsibilities</p> <p>Overarching Essential Questions:</p> <ul style="list-style-type: none"> - What does it mean to be a good citizen? - What are “inalienable rights?” - Why does government exist? <p>Content-based essential questions:</p> <ul style="list-style-type: none"> - What is the difference between a right and a responsibility? - What is the Bill of Rights? - Why does it exist? - What is the difference between “freedom to do something” vs “freedom from something?” (e.g. right to a jury trial vs. search and seizure) - How can I make change in my community? - Who are individuals and/or groups that have promoted positive change? - What methods did they use to create change? 	<ul style="list-style-type: none"> • Bill of Rights • Rights & Responsibilities 	<p>WTP suggested lessons 17-21; 23-24</p>
4th MP	<p>Unit 5*: Taking Informed Action: the purpose of this unit is to have students become active and engaged citizens by</p> <p>a) learning about leaders and everyday people who</p>	<ul style="list-style-type: none"> • Becoming an Informed Citizen • Media literacy • Identifying bias, opinion, fact • Active citizenship 	<p>Lesson 24 in <i>We the People</i></p> <p>Suggested lessons 4-6 in Unit 4 from the NJ Center for Civic Education</p>

	<p>have made positive changes to the world around them; b) identifying a problem that needs fixing or something they care about that impacts them & others; c) studying solutions and proposing a solution d) contacting appropriate officials, elected or otherwise, to present their solution(s) &/or opinion(s)</p> <p>Overarching Essential Questions:</p> <ul style="list-style-type: none"> - What does it mean to be a good citizen? - Who are the “heroes” and what do they tell us about ourselves or other people? - Why is important to know information and how to find it? - How can I successfully collaborate with others? <p>Content-based essential questions:</p> <ul style="list-style-type: none"> - How can I make change in my community? - Who are individuals and/or groups that have promoted positive change? - What methods did they use to create change? - What are the steps in the research process? - What are the qualities of an effective presentation? 		<p>Online Reasoning from SHEG</p> <p>Project Citizen</p>
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*you might start this unit before the 4th marking period