

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

Pond Road Middle School Social Studies

2022 Civics Elective Scope & Sequence

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Course Philosophy

A government for the people, by the people, requires a populace educated in their role as citizens. As such, this course is developed to not only provide civic knowledge to students, but is also expanded to help students develop critical thinking skills and civic dispositions. By learning about the personal, political, and economic responsibilities of a citizen, students will be better prepared for their role as citizens and the promotion of a healthy, functioning American constitutional democracy with respect for individual worth and human dignity.

Course Description

Students will gain an understanding of types of governance along with a more in depth understanding of the United States as a Democratic Republic. They will work with various case studies and primary source documents to discuss our founding documents and the role they play in modern governance. Students will be assessed on their understanding of civics

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● Stanford Historical Thinking Skills● Gilder Lehrman Institute	<ul style="list-style-type: none">● Case Study Formats● American Journey Supreme Court Supplementals● Case Method Institute (Harvard University)● Primary Sources● Atlas Activities● Digital Database Resources● Smithsonian Tween Tribune● Classroom Library Material

Robbinsville Public Schools
Scope, Sequence, Pacing and Activities

Civics Elective

Unit Title	Unit Understandings and Goals	Standards Included	Pacing	Activities
UNIT ONE: Foundational Concepts and Principles	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Social, Political, Economic and cultural disparities alter the government structure of Nations ● Governments have different structures which impact development (expansion) and civic participation. ● People develop systems to manage conflict and create order. ● Conflict resolution can involve aggression, compromise, cooperation, and change. <p>Essential Questions:</p> <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? <p>Topics:</p> <p>Natural Rights Authority Common Good & Civic Virtue Social Order & Individual Rights American Ideals Conflict Resolution Elections</p>	<p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p> <p>6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve</p> <p>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.</p> <p>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</p>	7-8 Blocks	Create your own government--Students work collaboratively in small groups to create and propose a form of government. They present gov't to class and participate in Q & A in defense of structure.
				Types of Government Graphic Organizer
				<p>What would life be like in a state of nature? Why do we need government? ○ Center for Civic Education: Why do we need a government ○ iCivics: Why Government? Hobbes & Locke philosophy Lesson ○ C-Span</p> <p>-https://www.c-span.org/classroom/document/?8394</p>
UNIT TWO: Foundational Documents	<p>Enduring Understandings:</p> <p>You cannot govern without the consent of the governed</p>	6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence	7-8 Blocks	

	<p>People develop systems to manage conflict and create order. Democratic societies must balance the rights and responsibilities of individuals with the common good.</p> <p>Essential Question: How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p> <p>Topics: Historical Foundations of the American Republic Federalism The Legislative Branch The Executive Branch The Judicial Branch The bill of Rights & Amendment Process</p>	<p>was written and how its key principles evolved to become unifying ideas of American democracy 6.1.8.HistoryCC.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.CivicsPI3.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.CivicsPD.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</p>		<p>Constitution GO: Outline the fundamentals of the Constitution and the responsibilities of each part of the government</p> <p>Bill of Rights Movie Strips: In small groups or individually, students will draw a picture of each of the amendments in the Bill of rights with a caption for each one.</p> <p>Research, analyze, and present orally, in writing or through a multimedia presentation how the principles of U.S. democracy (e.g., liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, representative democracy) are embodied in founding-era documents and how the perspectives on these principles have evolved, as described in core documents of subsequent periods of United States history. Cite textual evidence to summarize key ideas, provide historical context for the particular documents cited. For example, students compare the ideas of Martin Luther King, Jr. to those in founding-era documents</p>
<p>UNIT THREE: The Constitution, American Ideals, and the American Experience</p>	<p>Essential Question: How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p> <p>American Ideals Justice/Fairness Equality Freedom of Speech, Assembly & Right to Petition Freedom of Religion</p>	<p>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 and 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</p>	<p>10 Blocks</p>	<p>Evaluation of Supreme Court Cases & Decisions:</p> <p>Students will participate in Mock SC Cases Students will select previous SC decision and analyze facts, decision and dissent</p>

	Liberty versus “Domestic Tranquility”	<p>powers, checks and balances and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>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</p> <p>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)</p> <p>6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States</p> <p>6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals</p> <p>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.</p> <p>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)</p> <p>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</p>		
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Unit 4: Human Rights & Civil Rights/ Contemporary Issues	<p>Enduring Understandings:</p> <p>Human and civil rights include political, social, economic, and cultural rights. Social and political systems have protected and denied human rights (to varying degrees) throughout time.</p> <p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p> <p>Civic participation and deliberation are the responsibility of every member of society.</p> <p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p> <p>The well-being of a democracy depends upon informed and effective participation of</p>	<p>6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</p> <p>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.</p> <ul style="list-style-type: none"> • 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. <p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing</p>	20 Blocks	<p>Students will work with primary source documents providing various perspectives on the rights of individuals, the rights of states, and the responsibility of the government to protect and defend the rights of individuals. They will participate in consensus building classroom discussions and present classroom level decisions on how they would like the government or individuals involved to proceed.</p> <p>Examples: Separate but Equal Red lining ERA Gun Rights Gender Rights Right to Privacy Marriage Rights Freedom of Speech Right to Assemble Enumerated vs. Implied Rights Religious Freedom State vs. Federal Rights Dress Code</p>

	<p>individuals committed to civility, compromise, and toleration of diversity.</p> <p>Political and civic institutions impact all aspects of people's lives.</p> <p>Essential Questions What happens when rights come into direct conflict with one another?</p> <p>Topics: Human Rights Civil Rights Rights in conflict Rights vs. Responsibilities vs. Duties</p>	<p>arguments, and develop a reasoned conclusion.</p> <p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.</p> <p>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.</p> <p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>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).</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • 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 	<p>Censorship/Freedom of Expression Public/Private School Funding Due Process Voting Rights</p> <p>Culminating Assignment: Students present most important issue facing our nation and how they believe it should be addressed</p>
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		<p>and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>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</p> <p>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.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level</p> <p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p> <ul style="list-style-type: none"> • 6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation). • 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes). 		
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