NEPTUNE TOWNSHIP SCHOOL DISTRICT

Social Studies-Civics
Grade 8
Curriculum

NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
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Neptune, NJ 07753-4836

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

SOCIAL STUDIES
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CURRICULUM

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<u>Acknowledgements</u>

The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on a deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. As such, the Civics curriculum committee has prepared a curriculum with authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and prepare students for the 21st century workplace. The dedicated committee designed a curriculum into coherent, timebound comprehensive units of study with sample activities and classroom assessments to guide teaching practices and learning outcomes.

The Civics curriculum was written in alignment with the 2020 New Jersey Student Learning Standards for Social Studies, New Jersey Student Learning Standards for English Language Arts (2016), and Career Readiness, Life Literacies, and Key Skills (2020) with the increased rigor that is embedded in those standards. Resources provided by the New Jersey Center for Civic Education have been incorporated with the goal of preparing students to fulfill their roles as citizens in a democracy. It is our hope that this curriculum will serve as a valuable resource to support current day civics instruction and that the teachers who teach this course will provide feedback in terms of this living document.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally- conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

• A strong foundation in academic and modern technologies.

• A positive, equitable, and varied approach to teaching and learning.

• An emphasis on critical thinking skills and problem-solving techniques.

• A respect for and an appreciation of our world, its resources, and its diverse people.

• A sense of responsibility, good citizenship, and accountability.

• An involvement by the parents and the community in the learning process.

Neptune Township School District

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

SOCIAL STUDIES - CIVICS
GRADE 8

COURSE DESCRIPTION

The Civics course in middle school addresses the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. This course is focused on the core values and principles of democracy, the structure and limits of the American democratic republic as set forth in our founding documents, an examination of how well we have met our democratic ideals, and the role of a citizen in a democratic society. It is structured in the format of big inquiry questions about both content—including concepts such as consent of the government, the rule of law, civic virtue, the common good, justice, equality, and diversity—and practices, such as evaluating sources, seeking diverse perspectives, engaging in civil discourse and taking informed action, consistent with the NJ Student Learning Standards for Social Studies (2020).

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES
The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

X	Recognize one's own feelings and thoughts
X	Recognize the impact of one's feelings and thoughts on one's own behavior
X	Recognize one's personal traits, strengths and limitations
X	Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

X	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
X	Recognize the skills needed to establish and achieve personal and educational goals
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

X	Recognize and identify the thoughts, feelings, and perspectives of others
X	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ
X	Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

X	Develop, implement and model effective problem solving and critical thinking skill
X	Identify the consequences associated with one's action in order to make constructive choices
X	Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

X	Establish and maintain healthy relationships
X	Utilize positive communication and social skills to interact effectively with others
X	Identify ways to resist inappropriate social pressure
X	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
X	Identify who, when, where, or how to seek help for oneself or others when needed

ACCOMMODATIONS AND MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes* HOW *a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes* WHAT *a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP(Individualized Educational Plan) or 504 Plan.

- Differentiated reading or images for students
- Pre-teach or preview vocabulary
- Differentiated levels of readings on historical topics
- Provide choice for students regarding primary and secondary sources for reading
- For DBD and essays involving historical documents scaffold with sentence starters, cues, prompts, and extra practice time
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner

- Provide rubrics with clear expectations in writing and grading criteria for assignments

Testing Accommodations:
Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:
All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Denote key ideas and vocabulary such as highlighting and underlining
- Limit the number of items on tests/assignments/homework
- Pre-teach or preview vocabulary
- Repeat or reword directions in simple language
- Make connections for home spoken language with vocabulary
- Have students repeat and reword directions or activities
- Use of small group instruction
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency

- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: http://visual.merriamwebster.com/
- Use an online translator to assist students with pronunciation http://www.reverso.net/text_translation.aspx?lang=EN

Students at Risk of Failure:
- Work in pairs to practice vocabulary and generate cognates for vocabulary
- Use of graphic organizers for DBQ essays
- Allow students opportunity to provide alternative versions of historical essays such as completed audio podcasts or recordings of themselves
- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Encourage student to proofread work
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:
- Provide enriching vocabulary for those who finish early
- Extend history

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

<u>Strategies to Differentiate to Meet the Needs of a Diverse Learning Population:</u>
- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions.
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses.
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies) https://sirblois.files.wordpress.com/2016/09/cooperative-learning-activities.pdf
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies).
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy: http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Unit Plan Title	Unit 1: America's Foundational Ideas
Suggested Time Frame	One Marking Period

Overview / Rationale

Students have heard the term government, lived in a government, shared thoughts about government issues, but may not have a true understanding of what government represents. The following unit will become the first step for students to understand what a government is and its role or reasons for existing in society. Students will begin to question the purpose of government and understand its impact on the people it governs. This unit will then continue on to explore the disputes over political authority and economic issues contributed to a movement for independence in the colonies. Throughout the unit, students will explore how citizens, civic ideals, and government institutions balance the needs of individuals and the common good.

Stage 1 – Desired Results

Established Goals:
New Jersey Student Learning Standards for Social Studies (2020)
- 6.3.8.CivicsHR.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 hearing, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- 6.1.8.HistoryUP.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.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.

Essential Questions:	Enduring Understandings:
● How can natural/human rights be protected? ● Why do we need a government? ● What makes authority legitimate?	*Students will understand:* ● Political and civil institutions impact all aspects of people's lives.

● How does the idea of "common good" give rise to a social contract? ● What is the proper balance between individual freedom and the common good? ● Why is civic virtue necessary for a democracy to survive? ● How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? ● What level of government intervention in the economy is optimal? ● How can conflicts be resolved peacefully in a democratic society? ● What are American ideals? ● What American ideals are the basis for the American contract (The Constitution)? ● Why are active listening and civil discourse about conflicting political ideologies or viewpoints necessary in a democratic society? ● Why is the right to vote critical in a democratic republic?	● In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws and public policy. ● The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice and property rights. ● Historical contexts and events shaped and continue to shape people's perspectives. ● Fundamental rights are derived from inherent worth of each individual and include civil, political, social, economic, and cultural rights. ● 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. ● 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. ● 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 interest of the community or the "common good" or general welfare above their individual interests. This involves informed, engaged and 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 systems 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 courts-- to resolve conflicts among individuals through litigation. ● 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.
Knowledge: *Students will know…* - Basic human rights. - How the "consent of the governed" protects human rights. - Natural rights were defined by John Locke as "life, liberty and property." - Where in the nation's founding documents are American ideals expressed. - The causes of the American Revolution that inspired colonists to form a new government. - Government can take many shapes and treat its people in a variety of ways, both positive and negative. - Democratic ideas in the United States take their roots from other societies. - How legislative hearings, judicial proceedings, and elections work. - Why political parties formed and their purpose.	**Skills:** *Students will be able to…* - Construct an argument explaining the source of human rights and how to best protect them. - Explain how the expansion of slavery violated human rights and contradicted American ideals. - Create an argument defending the need for government. - Explain the purpose a government should serve. - Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies. - Explain how conflicting points of view are addressed in a democratic society. - Analyze 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.

	The importance of George Washington and the impact he had on the United States of America.	

VOCABULARY
Consent of the governed ● Dignity ● Due Process ● English Bill of RightsLife ● Human Rights ● InalienableLiberty ● Magna Carta ● Natural Rights ● Property ● Rule of Law ● Social contract
Active Listening ● Avoidance ● Civil Discourse ● Compromise ● Conflict ● Ideology ● Litigation ● Mediation ● Negotiation ● Perspectives ● Positions ● Pride ● Respect ● Underlying Interests
Accuracy ● Confirmation Bias ● Consent of the governed ● Controversy ● Distracting news ● Elected representatives ● Evaluate ● Fabricated news ● Facts ● Media ● Mock Election ● Reliable ● Responsibilities ● Right to Vote ● Sources

	8.2 Design Thinking- Grades 6-8
	Interaction of Technology and Humans
	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
X	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
	Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.negative effects on society. Technology spurs new businesses and careers.
X	8.2.8.ITH.2: Compare how technologies have influenced society over time.
X	8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
X	8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
	Nature of Technology
	Technology advances through the processes of innovation and invention which relies upon the imaginative and inventive nature of people. Sometimes a technology developed for one purpose is adapted to serve other purposes. Engineers use a systematic process of

	creating or modifying technologies that is fueled and constrained by physical laws, cultural norms, and economic resources. Scientists use systematic investigation to understand the natural world.
X	8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.
	Effects of Technology on the Natural World
	Ethics & Culture
	Technological disparities have consequences for public health and prosperity.
X	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
X	8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS 9.1 FINANCIAL LITERACY - Grades 6 - 8	
	Financial Psychology
	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial wellbeing.
X	9.1.8.FP.5: Determine how spending, investing, and using credit.
	Economic and Government Influence
	Taxes affect one's personal finances.
X	9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income.
X	9.1.8.EG.2: Explain why various sources of income are taxed differently.

9.2 CAREER AWARENESS, EXPLORATION, PREPARATION AND TRAINING - Grades 6-8	
	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income
X	9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

X	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

<table>
<tr><td colspan="2" align="center">9.4 LIFE LITERACIES AND KEY SKILLS
Grade 6-8</td></tr>
<tr><td></td><td>Digital Citizenship</td></tr>
<tr><td></td><td>Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.</td></tr>
<tr><td>X</td><td>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</td></tr>
<tr><td>X</td><td>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.</td></tr>
<tr><td></td><td>Global and Cultural Awareness</td></tr>
<tr><td></td><td>Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</td></tr>
<tr><td>X</td><td>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.</td></tr>
<tr><td>X</td><td>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</td></tr>
<tr><td>X</td><td>Information and Media Literacy</td></tr>
<tr><td></td><td>Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</td></tr>
<tr><td>X</td><td>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</td></tr>
<tr><td>X</td><td>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</td></tr>
<tr><td></td><td>Sources of information are evaluated for accuracy and relevance when considering the use of information.</td></tr>
<tr><td>X</td><td>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.</td></tr>
<tr><td></td><td>There are ethical and unethical uses of information and media.</td></tr>
<tr><td>X</td><td>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media.</td></tr>
<tr><td>X</td><td>9.4.8.IML.10: Examine the consequences of the uses of media.</td></tr>
</table>

X	9.4.8.IML.11: Predict the personal and community impact of online and social media activities.
	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
X	9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
	Technology Literacy
	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
X	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Making Connections to Careers
Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below: ● Actor - a professional in TV, movies, or the theater. ● Athlete - a person who plays a sport. ● Archeologist - person who studies human history and prehistory through the excavation of sites and the analysis of artifacts and other physical remains. ● Chef - a professional cook, especially in a restaurant or hotel. ● Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices. ● Dietician - a person who advises others on food and nutritional needs. ● Fashion Designer - a person who creates clothes, accessories, and shoes. ● Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court. ● Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws. ● Lawyer - a person who advises, counsels, or advocates for others in the context of legal issues. ● Librarian - a person who works professionally in a library and gives access to information and resources. ● Musician - a person who makes music. ● Photographer - a person who makes photographs. ● Politician- an elected leader at the local, state, or national level. ● Teacher - a person who helps others acquire knowledge.
Interdisciplinary Connections
New Jersey Student Learning Standards for English Language Arts (2016)

- 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.
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Student Resources

Primary Source Readings
- The DBQ Project - "What Type of Citizen does a Democracy Need?"
- The DBQ Project - "Valley Forge: Would You Have Quit?"
- The DBQ Project - "The Ideals of the Declaration: Which is Most Important?"

Secondary Source Readings
- Newsela Articles: *check resource library for new additions and updates*
    - "War of Words Erupts Into the American Revolution"
    [War of Words Erupts into the American Revolution](#)
    - "Regional Economy and the American Revolution"

  [Regional economy and the American Revolution](#)
- "The Woman Whose Words Inflamed the Revolution"
  [The woman whose words inflamed the American Revolution](#)
- "Lockean Liberalism and the American Revolution"
  [Lockean Liberalism and the American Revolution](#)
- "Loyalists, fence-sitters and patriots in the American Revolution"
  [Loyalists, fence-sitters and patriots in the American Revolution](#)
- "Early British Colonies in America"
  [Early British colonies in America](#)
- "The Prostestant Reformation"
  [The Protestant Reformation and its role in the American colonies](#)
- "The New England Colonies"
  [The New England colonies and Native Americans](#)
- "Transatlantic Trade Ushers in Birth of Consumerism"
  [Transatlantic trade ushers in birth of consumerism and credit in America](#)
- "One Lump or Two"
  [One Lump or Two? Tea and the Development of a Global Economy](#)
- "Slavery in the New England Colonies"
  [Slavery in the New England colonies](#)
- "The Townshend Acts"
  [The Townshend Acts Taxed Tea, Other Goods, Angering American Colonists](#)
- "The Stamp Act"
  [The Stamp Act of 1765](#)
- "Patrick Henry"
  [Revolutionary Leaders: Patrick Henry](#)
- "The Grown of the Tobacco Trade in America"
  [The Growth of the Tobacco Trade in America](#)
- "Events Leading to American Independence"
  [Events Leading to American Independence](#)

- Achieve 3000 Articles: *check Achieve 3000 resource library for new additions and updates* PDFs can be found here:
  https://drive.google.com/drive/folders/1Ha6J_G6mEioPOvgJoYkVbsDuFxK0zwqd?usp=sharing
  - *What the Founders Read*
  - *The Articles of Confederation*
  - *Hard Times, More Chips*
  - *Milk Prices on the Rise*
  - *The Other First Thanksgiving*
  - *Is that Really True*
  - *A Chat with Ben Franklin*
  - *Colonial Era: A Taste of the 1700s*
  - *Even Jefferson Made Mistakes*
  - *The Fish Ins*
  - *Indigenous Peoples Day*

- George Washington:
    https://www.colonialwilliamsburg.org/explore/nation-builders/george-washington/

Technology
- Web based content
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite
- Youtube.com/Vimeo.com/Teachertube.com
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Open Online Courses/Flipped Classroom
- Blended online learning modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Street View and Youtube VR for immersive tours.
- Kahoot.it
- Linkit!
- Educational Games
- Online Subscriptions- Junior Scholastic, EdPuzzle, ReadWorks, NewsELA, ReadWriteThink

Teacher Resources

Teaching Controversial Issues
https://drive.google.com/file/d/17xEiNX_xKZcg7I9qRGkCO-D7Io4opMI1/view?usp=sharing

Fostering Civil Discourse
https://drive.google.com/file/d/16l6m3tdtVXcdCkRm7amYwEEXsDTxhKXR/view?usp=sharing

SEL in Middle School Social Studies Instruction
https://drive.google.com/file/d/1IZBiRSPlKswkQ4-Fj2X0PgOaDiDUCVvP/view?usp=sharing

Google Folders contain various resources aligned to various topics.
https://drive.google.com/drive/folders/1whAOu-uh59SFJyCfs-GH26J8IC7rfhg3?usp=sharing

Rutgers Curriculum Guide for Middle School Civics
https://civiced.rutgers.edu/documents/civics/middle-school-civics/117-curriculum-guide-for-middle-school-civics

Unit 1 Topic 1 - Natural/Human Rights

What are natural/human rights?

NJ Center for Civic Education
https://civiced.rutgers.edu/documents/civics/middle-school-civics/civic-concepts/85-natural-human-rights/file
  - ○ See five-minute video summarizing John Locke's "revolutionary" ideas about natural rights from the Fraser Institute at https://www.youtube.com/watch?v=ocJ2fPk5FGE

- How did the idea of human rights develop?
  - ○ Youth for Human Rights: The Background of Human Rights https://www.youthforhumanrights.org/course/lesson/background-of-human-rights/the-background-of-human-rights.html

- https://docs.google.com/document/d/1CMdgr0_uaZChfdC2r2M1HW2KDVcbeKKCmcg09twbTRk/edit?usp=sharing What section of Magna Carta did he invoke? How was his trial instrumental in creating the colony of Pennsylvania? What influence did the Magna Carta have on Penn's creation of government in Pennsylvania as evident in The Frame of the Government of the Province of Pennsylvania?

- Why did Thomas Jefferson change Locke's "right to life, liberty and property," to "life, liberty and the pursuit of happiness" in the Declaration of Independence? Why is the consent of the governed important to protect human rights?
  - ○ National Archives: https://www.archives.gov/founding-docs/declaration-transcript
  - ○ Bill of Rights Institute: Declaration of Independence and Understanding Rights Lesson https://resources.billofrightsinstitute.org/being-an-american/declaration-independence/
- See the Universal Declaration of Human Rights at https://www.un.org/en/about-us/universal-declaration-of-human-rights or https://hreusa.org/ or
Facing History lesson on Human Rights https://www.facinghistory.org/resource-library/universal-declaration-human-rights/what-right

Unit 1 Topic 2 - Why do we need a Government?

Center for Civic Engagement https://www.civiced.org/lessons/why-do-we-need-a-government
https://www.civiced.org/lessons/why-do-we-need-authority
https://www.civiced.org/lessons/how-does-government-secure-natural-rights
https://files.civiced.org/books/wtp/citdem/WethePeople_CitizenAndDemocracy_Lesson5.pdf
iCivics.org
Why Government? https://www.icivics.org/teachers/lesson-plans/why-government
https://www.icivics.org/teachers/lesson-plans/rule-law

C-span https://www.c-span.org/classroom/document/?8394

NJ Center for Civic Engagement

Power and Authority
https://civiced.rutgers.edu/documents/civics/middle-school-civics/civic-concepts/91-power-and-authority/file
https://civiced.rutgers.edu/documents/civics/middle-school-civics/civic-concepts/81-consent-of-the-governed/file
https://civiced.rutgers.edu/documents/civics/middle-school-civics/civic-concepts/99-forms-of-government/file

CommonSense.org - Forms of Government
https://www.commonsense.org/education/lesson-plans/forms-of-government
- NJ Courts -
  What is the Rule of Law?
  https://civiced.rutgers.edu/documents/civics/middle-school-civics/civic-concepts/93-the-rule-of-law/file
- **Facing History -**
  https://www.facinghistory.org/resource-library/rule-law-and-why-it-matters

<u>**Unit 1 Topic 3 - The Common Good and Civic Virtue**</u>

What ideas from the classical republics about the need for civic virtue did the Founders adopt?

Center for Civic Education:
http://files.civiced.org/podcasts/60SecondCivics/60SecondCivics-Episode3732.mp3 (60 second podcast)

National Constitution Center: Civic Virtue and Why It Matters
https://constitutioncenter.org/blog/civic-virtue-and-why-it-matters#:~:text=Civic%20virtue%20describes%20the%20character,of%20its%20values%20and%20principles.

Center for Civic Engagement: Common Welfare and Civic Virtue Lesson Plan
http://civiced.org/lessons/lesson-3-what-is-a-republican-government

Civic Virtue Makes Republican Rule Possible (podcast)
http://files.civiced.org/podcasts/60SecondCivics/60SecondCivics-Episode3836.mp3

What is the social contract?

iCivics: John Locke and Social Contract Mini-lesson
https://www.icivics.org/teachers/lesson-plans/john-locke-mini-lesson

NJ Center for Civic Education: Social Contract
https://civiced.rutgers.edu/documents/civics/middle-school-civics/civic-concepts/94-social-contract-theory/file

How do we promote the common good?

NJ Center for Civic Education: What is the common good?
https://civiced.rutgers.edu/documents/civics/middle-school-civics/civic-concepts/88-what-is-the-common-good/file

Facing History: How Can We Make Choices That Promote the Common Good (Covid focus)
https://www.facinghistory.org/educator-resources/current-events/covid-19-how-can-we-make-choices-promote-common-good

Unit 1 Topic 4 - American Ideals

Exploring Individual and American Identity
https://www.facinghistory.org/american-creed/for-educators/exploring-individual-and-american-identity

Where do we find our "American ideals" in our founding documents?
The Consitution https://constitutioncenter.org/media/files/constitution.pdf

NJ Center for Civic Education: Using American Ideals to Teach About Controversial Issues and Elections
https://docs.google.com/document/d/1hxwJsEZ32U-64C3JjLZJ4gN-fITji1md2s4VEqRqKEc/edit?usp=sharing
This lesson will have students identify American ideals located in our founding documents. It is useful preparation for teaching about controversial issues and elections, focusing the lesson on adherence to the ideals expressed in the Constitution and /orDeclaration of Independence.

Unit 1 Topic 5 - Civil Discourse and Conflict Resolution

What are the sources of conflict? How are conflicts resolved? How can conflicts be resolved peacefully?

NJ Center for Civic Education:
https://docs.google.com/document/d/1Sh7zIsI44-RZREfH6AS_Wensh9zlUIJ1Q1wXi8toHuY/edit?usp=sharing
NPR:
https://drive.google.com/file/d/1UK0ACUCDfPfwADdUqzsDRb4CBN6HlJrp/view?usp=sharing

What strategies can help to encourage civil discourse regarding controversial issues?

Your Classroom rules, for example: Unit 1 Controversial Topic Discussion Guidelines.pdf

Kid's health.org: Teacher's Guide to Conflict/Resolution Grades 6-8
https://drive.google.com/file/d/1DM52J7dRv3XKhZCPHbEJk7CgfudmEZ7r/view?usp=sharing

New York Times: Talking Across Divides: 10 Ways to Encourage Civil Classroom Conversation On Difficult Issues
https://www.nytimes.com/2016/09/28/learning/lesson-plans/talking-across-divides-10-ways-to-encourage-civil-classroom-conversation-on-difficult-issues.html

NJ Center for Civic Education: How can conflicts be resolved peacefully?

Constitutional Rights Foundation: Civil Conversation and Roleplays Curriculum Library
📄 Civics Unit 1 Guardian of Democracy.pdf
https://drive.google.com/file/d/13pi1qhym91nzzggFzVTOP-est1Rav3XR/view?usp=sharing

📄 Civics Unit 1 SimpleStepstoConductaMootCourtActivity.pdf
https://drive.google.com/file/d/1M0icw6MppKhVClZmPLRfblWDrbqjHVAF/view?usp=sharing

Civics Unit 1 MootCourtStudentGuideHandoutB.pdf
https://drive.google.com/file/d/17CGqB1DG4rYjTymhqNnu1GFG0a_-R1YI/view?usp=sharing

📄 Civics Unit 1 CivicScenario-SimStudentAnalysisTool.pdf
https://drive.google.com/file/d/1MtjwY3ranyC1N9lNDX5Zphi_bVJS2kZL/view?usp=sharing

https://www.crf-usa.org/curriculum-library/civics-for-all

What strategies can help incorporate multiple perspectives into civil discourse?
📄 Perspectives for a Diverse America User Experience (Teaching Tolerance Learning for Ju…
https://drive.google.com/file/d/1jsSrgBckYhToOIdZupo1UhRJIjFoPNW-/view?usp=sharing

Story Corps Active Listening Activity
https://drive.google.com/drive/folders/1WF0fPD377EdlEsn34pVcdwXU-AeRdbws?usp=sharing

Why is respect for diverse perspectives a crucial component of civil discourse?
Choices: Values and Public policy
https://www.choices.edu/teaching-news-lesson/values-public-policy/

https://l.icivics.org/english-language-arts/?_ga=2.124784908.781698343.1655039775-1785582012.1655039775

Unit 1 Topic 6 - Elections

Voting Matters
https://drive.google.com/file/d/1B6lB3r45BtpCqZyz3twkmX2YFscq9-UN/view?usp=sharing

NJ Voting Requirements - https://www.state.nj.us/state/elections/voter-registration.shtml

How do elections work?
Center for Civic Education: Becoming A Voter
https://www.civiced.org/voting-lessons/lesson-becoming-a-voter
iCivics: The Electoral Process
https://drive.google.com/drive/folders/1R_Sj2awC3K2eMxrmGzFL-wqpfrC8hEfa?usp=sharing
NJ State Dept.--Elections
Center for Civic Education : Being an informed voter
https://www.civiced.org/voting-lessons/middle/lesson-being-an-informed-voter

Who represents me?
iCivics: 📄 Who Represents Me Contact Sheet.pdf
https://drive.google.com/file/d/17cDBE6qOfLAdtQi4JShv6S2pSus1dJlp/view?usp=sharing
C-Span: Researching your members of the House of Representatives
https://www.c-span.org/classroom/document/?17356

What are the responsibilities of elected representatives?
Edsitement: The President's Roles and Responsibilities
https://edsitement.neh.gov/lesson-plans/presidents-roles-and-responsibilities-understanding-presidents-job

 How can you determine the accuracy of what you read and view (Media Literacy)?
NJ Center for Civic Education: Media Literacy 📄 Media Literacy.pdf
https://drive.google.com/file/d/122IeiTWYG82JgT1GttVpIqMLLJatbjYW/view?usp=sharing
○ Learning for Justice: Digital and Civic Literacy
 📄 Teaching-Tolerance-Digital-Literacy-Framework.pdf
https://drive.google.com/file/d/10pEUjOQomcTWvHM6yUsnA45wTRUZo8ft/view?usp=sharing

International Federation of Library Associations chart: How to Spot Fake News
 📄 how_to_spot_fake_news.pdf
https://drive.google.com/file/d/1Xn6-J6giKGSn_YgYbkRpje-SU1vXkoFo/view?usp=sharing
Facing History: Media Literacy
https://www.facinghistory.org/topics/democracy-civic-engagement/media-literacy

FactCheck.org **https://www.factcheck.org/** A nonpartisan, nonprofit "consumer advocate" for voters that aims to reduce the level of deception and confusion in U.S. politics by monitoring the factual accuracy of what is being said in TV ads, debates, speeches, interviews, etc.

How can you evaluate candidates for positions of authority

How well do a political party's views conform with your values?
Pew Research
political party affiliation quiz https://www.pewresearch.org/politics/quiz/political-typology/

Center for Civic Education:
How can you choose people for positions of authority?

iCivics: How can we evaluate candidates for positions of authority?
https://drive.google.com/drive/folders/1SpU3N5wKYBSjDRuTzYzH_YfXgsZmH4E1?usp=sharing

Supplemental Workbooks:
- The DBQ Project
- Kids Discover

Websites:
- www.juniorscholastic.com
- www.history.com
- https://www.pbs.org
- www.smithsonian.com
- www.nationalgeographic.com
- https://ed.ted.com
- www.Icivics.org
- The Atlatic Slave Trade in Two Minutes
  http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_interactive_of_the_history_of_the_atlantic_slave_trade.html?scrlybrkr=e28e953c
- Trans-Atlantic Slave Trade Database
  https://www.slavevoyages.org/voyage/database
- The First Africans
  The First Africans
- Economics For Kids
  Economics For Kids And Teenagers
- Interactive Map of the American Revolution
  American War for Independence: Interactive Map | NEH-Edsitement
- Escape Room
  American Revolution Digital Breakout
- Economic Lesson

Teaching About Money and Inflation Using a Classroom Inflation Auction | Education | St. Louis Fed
- United Nations- Human Rights
  Human Rights | United Nations
- Revolutionary War Battles
  Revolutionary War Battles

Videos:
- "What gives a Dollar Bill its Value?"
  What gives a dollar bill its value? - Doug Levinson
- "The Story Behind the Boston Tea Party"
  The story behind the Boston Tea Party - Ben Labaree
- "Animated Revolutionary Battlefield maps" The Revolutionary War Animated Map
- "The Transatlantic Slave Trade: Crash Course Black American History #1"
  The Transatlantic Slave Trade: Crash Course Black American History #1
- "Life Aboard a Slave Ship - History Channel
  Life Aboard a Slave Ship | History
- "Slavery in the American Colonies: Crash Course Black American History #2
- Slavery in the American Colonies: Crash Course Black American History #2 "The Seven Years War"
  The Seven Years War and the Great Awakening: Crash Course US History #5
- "The Natives and the English - Crash Course US History #3
  The Natives and the English - Crash Course US History #3
- America The Story of Us - DVD can be found in the MS Library episodes 1 & 2 "Rebels" and "Rebels Part 2"

Additional Teacher Resources:

New Jersey Mock Election - https://njmockelection.org/

Active Citizenship Today (ACT), 2 nd Ed., Constitutional Rights Foundation at
https://www.crf-usa.org/curriculum-library/civil-conversation-and-role-play/curriculum-library

College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History, Silver Spring, MA: National Council for the Social Studies, at
https://www.socialstudies.org/news/c3-framework-social-studies-state-standards-update

Center for Information and Research on Civic Learning and Engagement at
https://circle.tufts.edu/

Civitas: A Framework for Civic Education, Calabasas, CA: Center for Civic Education (1991)

Educating for American Democracy, iCivics in collaboration with Harvard University, Tufts University, CIRCLE, and Arizona State University with funding from the National Endowment

for the Humanities and the U.S. Department of Education (2020) at
https://www.educatingforamericandemocracy.org/

Generation Citizen at https://generationcitizen.org/our-programs/our-curriculum/

iCivics, Cambridge, MA, at https://www.icivics.org/products/curriculum-units

Interactive Constitution, Philadelphia, PA: National Constitution Center at
https://constitutioncenter.org/interactive-constitution

Massachusetts History and Social Studies Curriculum Framework, Mass. Dept. of Elementary
and Secondary Education (2018) at https://www.doe.mass.edu/frameworks/hss/2018-12.pdf

National Assessment of Educational Progress, National Center for Educational Statistics at
https://www.nationsreportcard.gov/civics/results/achievement/

National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and
Assessment, Silver Spring, MA: National Council for the Social Studies, at
https://www.socialstudies.org/standards/national-curriculum-standards-social-studies

National Standards for Civics and Government, Calabasas, CA: Center for Civic Education,
1995

New Jersey Student Learning Standards for Social Studies, NJ Dept. of Education, 2020, at
https://www.state.nj.us/education/aps/cccs/ss/

We the Civics Kids, Philadelphia, PA: National Constitution Center at
https://constitutioncenter.org/learn/educational-resources/we-the-civics-kids

We the People: The Citizen and the Constitution, 3 rd Ed., Calabasas, CA: Center for Civic
Education, 2017

We the People: Project Citizen, Calabasas, CA: Center for Civic Education, 2008

Youth Participatory Action Research (YPAR), Berkeley, CA, at
https://studentsatthecenterhub.org/resource/youth-participatory-action-research-hub/

Additional Middle School Civics Resources
https://civiced.rutgers.edu/civics/middle-school-civics

Stage 2 – Assessment Evidence

Pre-Assessments:
- Surveys
- SGO Pretest in Linkit! (to be found on shared folder):
  - https://drive.google.com/drive/folders/1whAOu-uh59SFJyCfs-GH26J8IC7rfhg3?usp=sharing
- Writing Sample

Formative Assessments:
- Do Now and Closure Activities
- Group Work
- Class Discussions
- Primary Source Analysis
- Map Creation and Analysis
- Tiered Assignments

Summative Assessments:
- Tests on following topics (to be found on shared folder):
  - Geography
  - Seven Years War
  - Slave Trade /Transatlantic Trade
  - Causes, fighting, and impact of the American Revolution
- Unit Assessment (to be found on shared folder):
  - https://drive.google.com/drive/folders/1whAOu-uh59SFJyCfs-GH26J8IC7rfhg3?usp=sharing
- Choice Boards
- Quizzes
  - Vocabulary Quizzes
  - Map Quizzes
- Essays

Performance Task(s):
- DBQ Work
- New Jersey Student Mock Election: instill the habit of participating in elections by having students research candidates and vote in the annual New Jersey Mock Election,held each year two weeks prior to election day in November

Stage 3 – Learning Plan

Suggested Learning Activities:

- Students will brainstorm the question " why do we need rules?" They will have a class discussion on the topic. Then students will be provided with several scenarios, no school rules, no rules to football, no rules when driving a car, no rules when playing a board game, etc. Students will discuss the pros and cons of each scenario in small groups. Then students will come together as a whole class to discuss their findings. Students will then think about the concept of government and why it exists. (Approximately 2 Days)
  - https://www.civiced.org/lessons/why-do-we-need-authority

- Students will use the *Foundations of Government* section of the website www.icivics.org to identify the purpose of government. (Approximately 1 Day)
  - Additional Resource-Center for Civic Education: Why do we need a government? https://www.civiced.org/lessons/why-do-we-need-a-government
  The Purposes of Government https://www.c-span.org/classroom/document/?8394

- Students research two political thinkers, Thomas Hobbes and John Locke, that spent a lot of time trying to answer the question, "Why Government?". Use the documents in www.Icivics.org to compare and contrast Hobbes and Locke and to think about how these philosophers influenced those that followed in their footsteps. (Approximately 2 Days)
  - iCivics: Why Government? Hobbes & Locke philosophy Lesson- https://www.icivics.org/teachers/lesson-plans/why-government

- Students will use the *Influence Library* section of the website www.icivics.org and the *Human Rights* section of https://www.un.org/en/glbal-issues/human-rights to explore and explain the source of human rights and how to protect them. (Approximately 2 Days)
  - Additional Resource-Human Rights https://civiced.rutgers.edu/documents/civics/middle-school-civics/civic-concepts/85-natural-human-rights/file

- Students will explain the "Three G's (Gold, God, and Glory)" and how it drove Europeans to the colonies and impacted the causes of the American Revolution. They will look at how Indigenous groups and Africans were impacted specifically. To do this, students will analyze triangular trade routes, and read about the impact Europeans had on various indigenous groups. Students will use resources from *Columbus to the Colonies* on www.icivics.org. Students will also use the Atlantic Slave Trade in Two Minutes Interactive Map from www.slate.com. Students will view the video Life Aboard a Slave Ship History to understand the horrors of a slave ship. Finally, to explore the ways slavery violated human rights, they will read and analyze the Achieve 3000 article, "American Revolution; Never Forgotten." (Approximately 3 Days)

- Students will label maps of the 13 colonies and study life in each of the three regions (New England, Middle, and Southern). Students will use the Newsela articles "Early Britsih Colonies in America", "The New England Colonies", and "Slavery in the New England Colonies" to compare and contrast life in each region. Students will then use maps and geographic tools to identify sites of major battles and geography impacted in each. Use National Geographic maps to help:

https://www.nationalgeographic.org/photo/revolutionary-war-battles/. (Approximately 2 Days)

- Students will map out the major battles and forts in the Seven Years War. (Approximately 1 Day)

- Students will research the outcomes of the Seven Years War for the French, British, and the Native Americans. Students will compare and contrast the outcomes and their impact. (Approximately 2 Days)

- Students will compare the modern day treatment of Indigenous Peoples to the outcomes of the Seven Years War and explain the impact the government's early actions had on today. Students will use the Achieve 3000 articles "The Fish Ins" and "Indigenous Peoples Day" and the crash course video The Natives and the English - Crash Course US History #3 to conduct research. (Approximately 3 Days)

- Students will use the *Road to the Constitution* section of the website www.icivics.org to analyze the causes and outcomes of the American Revolution. (Approximately 2 Days)

- Students will analyze the Magna Carta, Mayflower Compact, English Bill of Rights, Cato's Letters, and Common Sense to explain where democratic ideals founded in the United States originated. Students will use this information to construct an argument explaining the purpose a government should serve. (Approximately 2 Days)

- Students will explain conflicting viewpoints in a democracy by completing the DBQ Project *What Type of Citizen Does a Democracy Need*? (Approximately 2 Days)

- Students will complete the DBQ Project *Valley Forge: Would You Have Quit?* Students will research and author essays from the DBQ to help explain the leadership and impact George Washinginton had on the foundation of America. Students will debunk several myths about Washington using the Achieve 3000 article "Is That Really True?" (Approximately 3 Days)

- Students will work together to review key causes of the American Revolution and "escape" a digital escape room: https://sites.google.com/view/americanrevdigitalbreakout/home. (Approximately 2 Days)

- Students will simulate an auction on random goods chosen by the teacher and use the simulation to understand inflation and its impact. Students will then draw connections to the inflation issues the colonies faced during the American Revolution: https://www.stlouisfed.org/education/classroom-inflation-auction. (Approximately 2 Days)

- Students will read about the concept of supply and demand using the Achieve 3000 article "Hard Times, More Chips" and "Milk Prices on the Rise." (Approximately 1 Day)

- Students will determine what should happen when a government no longer is meeting the needs of its people. Students will analyze the various taxes the English enacted on the colonies and their impact. Students will explain how the taxes helped lead to the fighting in the American Revolution. Students will analyze the impact of the Stamp Act, Declaratory Act, Townshend Revenue Act, Quartering Act, and Intolerable Acts using the activity *Hey King; Get Off Our Backs!* from www.icivics.org. (Approximately 3 Days)

- Students will study the events of the Boston Massacre by analyzing primary source material from the event. They will use a variety of witness testimony to determine what they believed happened that night. After writing an essay arguing what they believe occurred, they will compare their arguments to that of the Colonists and the British. (Approximately 3 Days)

- Students will use the DBQ project to analyze the Declaration of Independence and understand that it is a statement of our nation's main beliefs about government and relationship to the people. Students will construct an argument about which ideas from the Declaration of Independence are the most important. (Approximately 3 Days)
    - Declaring Independence:
    - Lesson Plan: The Argument of the Declaration of Independence
      https://edsitement.neh.gov/lesson-plans/argument-declaration-independence
    - NJ Center for Civic Education: Could the American Revolution have been avoided?

https://civiced.rutgers.edu/documents/conflict-resolution/volume-one-the-colonial-period-through-reconstruction/105-the-american-revolution/file

- Teach students about Controversial Issues and Elections-NJ Center for Civic Education: Using American Ideals to Teach About Controversial Issues and Elections. This lesson will have students identify American ideals located in our founding documents. It is useful preparation for teaching about controversial issues and elections, focusing the lesson on adherence to the ideals expressed in the Constitution and/or Declaration of Independence. (Approximately 2 Days)
  https://docs.google.com/document/d/1DO6LFxvBLf_akY3WqxDpHN-38WC_2pGQ_fwfs1Vw3Qg/edit

Unit Plan Title	Unit 2: Foundational Documents
Suggested Time Frame	One Marking Period

Overview / Rationale

This unit will explore the beginnings of The United States of America and its foundation. For four years, right after the Revolutionary War and right before the Constitutional Convention, the United States created a government under the Articles of Confederation, which allowed the 13 states to remain free and independent while governing themselves under the name "United States." However, after a short amount of time, Americans saw a disconnect between the 13 states due to the fact there was no unified government to bring the states together and economically the country was gravely in debt (due to the Revolutionary War). The downward spiral that was the "Articles of Confederation" led to the Constitutional Convention which was a make or break moment for our early country. Decisions were to be made by our Founding Fathers on the fate of our country. The main issue and theme was the question of "trust." How did "we the people" trust that the central government would not take over, become a tyranny, and take away power from the individual state? The struggle between two main groups developed the Federalist (for strong government) and Anti-federalists (those who wanted to protect the power of the states).

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards for Social Studies (2020)

- 6.1.8.HistoryUP.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.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.Civics.PD.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.
- 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.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.
- 6.3.8.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).
- 6.1.8.HistoryCC.3b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.

Essential Questions:	Enduring Understandings:
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? - To what extent did the founding documents (Declaration of Independence, Constitution Bill of Rights) articulate and establish/ensure American Ideals? - To what extent does democracy depend on citizens and elected representatives and appointed officials adhering to democratic norms? - Why did the founders create three branches of government? - What are the powers, responsibilities, limits and role of the Congress? - How can we protect against abuse of authority by Congress? - How is federalism a key part of the structure of the U.S. government? - Did the Constitution need a Bill of Rights? - Should the legislative branch continue to be considered "first among equal" branches? - How can the United States government best ensure effective administration while protecting against abuse of power? - How does the Constitution try to ensure that all citizens are equal before the law? - How does the Bill of Rights ensure that fundamental human rights are protected? - Is the Constitution a living document?	- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time. - Historical contexts and events shaped and continue to shape people's perspectives. - Governments have different structures which impact development (expansion) and civic participation. - The United States Constitution and Bill of Rights were designed to provide a framework for the United States government, while also protecting individual rights. - Political and civil institutions impact all aspects of people's 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. - 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. ● 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. ● Why the founders made the amendment process difficult.
Knowledge: *Students will know…* ● The reasons the Articles of Confederation failed and led to the formation of a new government. ● James Madison wanted to create a new government instead of fixing the Articles of Confederation. ● The purpose and goals of the Constitutional convention. ● Varying viewpoints on establishing a new government. ● The compromise of creating a federal government was a major step for the U.S. ● The Founding Fathers were influential at the Constitutional Convention. ● America modeled their government based on other government systems. ● Resources, culture, and economic factors played a role in the development of the Constitution . ● Compromise influenced the development of the Constitution. ● The various factors that impacted the creation of the Bill of Rights.	**Skills:** *Students will be able to…* ● Compare and contrast the Articles of Confederation and the Constitution. ● Explain the role compromise played in the creation of the Constitution and the Bill of Rights. ● Identify and explain what the Bill of Rights are. ● Evaluate the effectiveness of the fundamental principles of the Constitution. ● Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. ● Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution. ● Determine how various socioeconomic groups (e.g., rural farmers, urban craftsmen, and

	southern planters), were impacted by the war. ● Analyze the impact of the Treaty of Paris and break down its terms. ● Compare and contrast the New Jersey and Virginia Plans. ● Identify and explain different forms of government including monarchy, democracy, republic, and dictatorship. ● Explain how political parties were formed. ● Explain the impact the Alien and Sedition Acts had on civil liberties. ● Make a claim based on evidence to determine the extent and limitations of First Amendment Rights.

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VOCABULARY

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Articles of Confederation ● Checks and balances ● Constitution ● Popular sovereignty ● Separation of Powers ● The Enlightenment

Bicameral Legislature ● Checks and Balances ● Congress ● House of Representatives ● Senate

Cabinet ● Electoral College ● Electors ● President ● Veto ● Vice-President

Supreme Court ● Judicial Review ● Justices ● Opinions ● Moot Court

Delegated powers ● Federalism ● Supremacy Clause

Amendment ● Anti-Federalists ● Bill of Rights ● Federalists ● Ratify

	8.2 Design Thinking- Grades 6-8
	Interaction of Technology and Humans
	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
X	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
	Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer,

	and/or more efficient.negative effects on society. Technology spurs new businesses and careers.
X	8.2.8.ITH.2: Compare how technologies have influenced society over time.
X	8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
X	8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
	Nature of Technology
	Technology advances through the processes of innovation and invention which relies upon the imaginative and inventive nature of people. Sometimes a technology developed for one purpose is adapted to serve other purposes. Engineers use a systematic process of creating or modifying technologies that is fueled and constrained by physical laws, cultural norms, and economic resources. Scientists use systematic investigation to understand the natural world.
X	8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.
	Effects of Technology on the Natural World
	Ethics & Culture
	Technological disparities have consequences for public health and prosperity.
X	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
X	8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

	9.2 CAREER AWARENESS, EXPLORATION, PREPARATION AND TRAINING - Grades 6-8
	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income
X	9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
X	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

	9.4 LIFE LITERACIES AND KEY SKILLS Grade 6-8
	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
X	9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
X	9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
X	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
X	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
X	**Information and Media Literacy**
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
X	9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
X	9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
	Sources of information are evaluated for accuracy and relevance when considering the use of information.
X	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
	There are ethical and unethical uses of information and media.
X	9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media.
X	9.4.8.IML.10: Examine the consequences of the uses of media.
X	9.4.8.IML.11: Predict the personal and community impact of online and social media activities.
	There is a need to produce and publish media that has information supported with quality

	evidence and is intended for authentic audiences.
X	9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
X	9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
X	9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
X	9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
	Technology Literacy
	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
X	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Making Connections to Careers
Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below: ● Actor - a professional in TV, movies, or the theater. ● Athlete - a person who plays a sport. ● Archeologist - person who studies human history and prehistory through the excavation of sites and the analysis of artifacts and other physical remains. ● Chef - a professional cook, especially in a restaurant or hotel. ● Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices. ● Dietician - a person who advises others on food and nutritional needs. ● Fashion Designer - a person who creates clothes, accessories, and shoes. ● Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court. ● Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws. ● Lawyer - a person who advises, counsels or advocates for others in the context of legal matters. ● Librarian - a person who works professionally in a library and gives access to information and resources. ● Musician - a person who makes music.

- Photographer - a person who makes photographs.
- Politician- an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016)
- 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.
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Student Resources

Google Folders contain various resources aligned to various topics.
Primary Source Readings

- DBQ Project - How Did the Constitution Guard Against Tyranny?
- DBQ Project - Should Schools Be Allowed to Limit Online Speech?
- DBQ Project - Search and Seizure: Did the Government Go Too Far?
- DBQ Project - Is the American Jury System Still a Good Idea?
- [Washington's Farewell Address 1796](#)

Secondary Source Readings
- Newsela Articles: check resource library for new additions and updates
    - "A Glimpse into 1795 Boston Through a Time Capsule"
      https://newsela.com/read/boston-timecapsule/id/6425/
    - "A US Citizens Rights and Responsibility"
      https://newsela.com/read/us-citizens-rights-and-responsibilities/id/31112/?collection_id=2000000398
    - "The Difference Between a Republic and A Democracy"
      https://newsela.com/read/lib-ushistory-republic-democracy/id/27467/
    - "Primary Sources: The Declaration of Independence"
      https://newsela.com/read/primary-source-declaration-independence/id/18316/
    - "The Declaration of Independence and Its Legacy"
      https://newsela.com/read/lib-ushistory-declaration-legacy/id/28583/
    - "The signing of the Declaration of Independence"
      https://newsela.com/read/natgeo-declaration-independence/id/51937/
    - "Conceived in Compromises: Creating the US Constitution"
      https://newsela.com/read/lib-ushistory-creating-the-constitution/id/30457/
    - "Federalists and Antifederalists Fight Over the Constitution"
      https://newsela.com/read/lib-ushistory-federalists-antifederalists/id/29745/
    - "The First Presidential Administration in the US"
      https://newsela.com/read/lib-washington-first-administration/id/52919/
    - "Shays Rebellion"
      https://newsela.com/read/lib-ushistory-shays-rebellion/id/26771/
    - "The Constitution of the United States"
      https://newsela.com/read/US-Constitution/id/11224/
    - "Jefferson Winning the 1800 Election was a Game Changer"
      https://newsela.com/read/smi-election-1800/id/23718/?collection_id=2000000398

- Achieve 3000 Articles: *check Achieve 3000 resource library for new additions and updates* PDFs can be found here:
  https://drive.google.com/drive/folders/1Ha6J_G6mEioPOvgJoYkVbsDuFxK0zwqd?usp=sharing
    - *A Day Americans Can Celebrate*
    - *The Power of Amendments*
    - *How to Change the Constitution*
    - *What's in the Bill of Rights*
    - *Too Much Power*
    - *Creating the Constitution*

○ *Limiting Power* ○ *What the Founders Read* ○ *Shaping a Government* ○ *Defining Our Government* ○ *How Far Does Free Speech Go* ○ *No Laws Against Flag Burning* ○ *School names Fuels Debate*	

Teacher Resources

Google Folders contain various resources aligned to various topics.
https://drive.google.com/drive/folders/1whAOu-uh59SFJyCfs-GH26J8IC7rfhg3?usp=sharing

SEL in Middle School Social Studies Instruction
https://drive.google.com/file/d/1IZBiRSPlKswkQ4-Fj2X0PgOaDiDUCVvP/view?usp=sharing

Rutgers Curriculum Guide for Middle School Civics
https://civiced.rutgers.edu/documents/civics/middle-school-civics/117-curriculum-guide-for-middle-school-civics

Unit 2 Topic 1 - Historical Foundations of the American Republic

How did the Magna Carta influence the founders and American government?

The National Archives: Magna Carta.
A very brief introduction to the Magna Carta can be found at
https://www.archives.gov/exhibits/featured-documents/magna-carta . Teachers can find useful
content for their own planning at
https://www.archives.gov/exhibits/featured-documents/magna-carta/legacy.html. This text is more
detailed and may be applicable for high school students.

How did Enlightenment ideas influence America's founding documents?

iCivics min-ilesson:
https://drive.google.com/file/d/14McXehX_W862BlsT7lQ99pcrniZK4fN5/view?usp=sharing
Enlightenment Ideas that influenced American political thinkers

Why was the Declaration of Independence Written?

Declaring the Grievances: NEH Edsitement
https://edsitement.neh.gov/lesson-plans/declare-causes-declaration-independence
Lesson Plan: Declare the Causes: The Declaration of Independence

National Archives:
https://www.archives.gov/founding-docs/declaration/what-does-it-say
What does the Declaration of Independence say?

https://docsteach.org/activities/teacher/excerpts-from-the-declaration-of-independence
Excerpts from the Declaration of Independence

Declaring Independence:
https://edsitement.neh.gov/lesson-plans/argument-declaration-independence
 Lesson Plan: The Argument of the Declaration of Independence

Close Reading:
https://teachinghistory.org/teaching-materials/ask-a-master-teacher/21770

National Archives:
To Sign or Not to Sign
https://drive.google.com/file/d/1kClNypo96PpjjBidpI2uH1PJDw4hsgP8/view?usp=sharing

NJ Center for Civic Education:
Could the American Revolution have been avoided?
https://drive.google.com/file/d/1NyVYond_Cpt16usRFEXLqJIUDz0x7WqB/view?usp=sharing

Articles of Confederation

iCivics Lesson: Wanted: A Just Right Government
Power Point
https://docs.google.com/presentation/d/1KuOUuUHShWQGCQu8M9Ka_VW7__5KGNKa/edit?u
sp=sharing&ouid=10673558392228671999&rtpof=true&sd=true
Lesson Plan
https://drive.google.com/file/d/153kjoVEuwW4HKqXITyNkKRnwKkqxZr6p/view?usp=sharing
https://drive.google.com/file/d/153kjoVEuwW4HKqXITyNkKRnwKkqxZr6p/view?usp=sharing
https://drive.google.com/file/d/1TQTXd94zdPw8I3zqtWhre-O-PlmAyWus/view?usp=sharing

NEH EDSITEdsitement:
The Road to the Constitutional Convention

Activity 1
https://drive.google.com/file/d/19uRSS4AGKClLU8KrFIW0r-Y5yq_sRUb4/view?usp=sharing

Activity 2
https://drive.google.com/file/d/1FTBK1RW7p9aq4bNKx33-01MTtVlTdpsD/view?usp=sharing

Activity 3
https://drive.google.com/file/d/1ldlZp8S8GKtJpLmnjzQCV6DRvYJf_8DM/view?usp=sharing

Supplemental Unit
https://drive.google.com/file/d/1VnGCYuGQAPyxm43NypybKqHQEwXXEYMq/view?usp=shari
ng

Constitution

iCivics Lesson:
Constitution Day Lesson Plan
https://drive.google.com/file/d/1M2CbbPfmDtrgWsFXhT8OjsPjL3Cp9zdb/view?usp=sharing

https://drive.google.com/file/d/1XvO8j7ma-7TUAaDUO7FDb0rZTmd4JDcP/view?usp=sharing

Why was the Constitution written? How is it structured? What does it do? How can it be changed?

Civics Webquest: The Constitution:
Rules for Running a Country
https://drive.google.com/file/d/1VnGCYuGQAPyxm43NypybKqHQEwXXEYMq/view?usp=sharing

https://drive.google.com/file/d/1IkVLmNJOE8do0s5CiA7wlHMkLJQf-7Qd/view?usp=sharing

The Question of Representation:
NJ Center for Civic Education:
New Jersey and the Federal Convention
https://drive.google.com/file/d/1atlDMTJn2Hi0T6CXdElhGCEB-pwHFAsa/view?usp=sharing

National Constitution Center:
To Sign or Not to Sign
https://drive.google.com/file/d/1ZR2RqEPBcych2zCG_KOAzBaSJzg04WwA/view?usp=sharing

Bill of Rights
iCivics Lesson: You've Got Rights!
https://drive.google.com/file/d/14zxHZCgqrrqqOSG6Ub0Eu7o2bKRMJVU9/view?usp=sharing
https://drive.google.com/file/d/1PJocUtgfI7jq7AISuvDiiPekZ1TdIZFp/view?usp=sharing
https://drive.google.com/file/d/1OXKa-cDnISSnQ-IMRxYc12T8eS09aO92/view?usp=sharing

https://drive.google.com/file/d/1yzUfnAjV2hEW_HrHE8sY4AB8_k8WnYyS/view?usp=sharing

iCivics Game: Do I Have a Right?
https://drive.google.com/file/d/1o7Sesjhby6ooHl1AJrlpTx5NrLJf8Osc/view?usp=sharing

https://docs.google.com/presentation/d/1NxMWNNKks03q84oXqQYWGbO2tbeldMKO/edit?usp=sharing&ouid=106735583922286719999&rtpof=true&sd=true

https://docs.google.com/presentation/d/1NxMWNNKks03q84oXqQYWGbO2tbeldMKO/edit?usp=sharing&ouid=106735583922286719999&rtpof=true&sd=true

https://drive.google.com/file/d/1krhVySo8Js14x2p1du41uhtvM9zAJGAz/view?usp=sharing

https://drive.google.com/file/d/1R9P56UfOVmdDz021Hp_bYbqj5gh7NFAz/view?usp=sharing

https://drive.google.com/file/d/19uWkyWw3BDPbSye6JQdnh8zgYVoTR-vb/view?usp=sharing

Unit 2 Topic 2 - The Legislative Branch

Why do we have three branches of government?

House of Representatives:
Branches of Government | house.gov
https://www.house.gov/the-house-explained/branches-of-government

How do the three branches of government interact? Separation of Powers and Checks and Balances

NEH EDSITEment:
Balancing the Three Branches
https://edsitement.neh.gov/lesson-plans/balancing-three-branches-once-our-system-checks-and-balances

National Archives:

Checks and Balances in Action
https://docsteach.org/activities/teacher/checks-and-balances-in-action

Separation of Powers or Shared Powers
https://docsteach.org/activities/teacher/separation-of-powers-or-shared-powers

The Legislative Process: How does a bill become a law?

iCivics: Legislative Branch https://www.icivics.org/curriculum/legislative-branch

National Archives:
Congress in Article I of the Constitution
https://docsteach.org/activities/teacher/congress-in-article-i-of-the-constitution

The Legislative Process: Congress at Work
https://docsteach.org/activities/teacher/the-legislative-process-congress-at-work

ERIC: Legislative Lobbying Simulation https://eric.ed.gov/?id=ED223530

How many representatives should each state have?

NJ Center for Civic Education: New Jersey and the Federal Convention
https://drive.google.com/file/d/1Jlv6YNqlp8QOmQ88PwEqY6UkI330jbVD/view?usp=sharing

Unit 2 Topic 3 - The Executive Branch

The Power and Role of the Executive Branch

iCivics:

Executive Branch **https://www.icivics.org/curriculum/executive-branch**

A Very Big Branch
https://drive.google.com/file/d/1tEjlQrGaiGxctTDi9iFSOabqGoxg3AAj/view?usp=sharing
https://drive.google.com/file/d/1gviz7rO9dSyhK5xLHnTKp9xGWY2hEgzG/view?usp=sharing

Executive Command
Power Point
https://docs.google.com/presentation/d/1fB6dCAZwBsP8xxATK2JIIAxEH8vK9I7_/edit?usp=sharing&ouid=106735583922286719999&rtpof=true&sd=true

Lesson Plan
https://drive.google.com/file/d/1Vc02d87KOxLgRcqCjSpEmLjxWLqxGCtm/view?usp=sharing

Guide
https://drive.google.com/file/d/1m9BV8XXbcHC_UkZehbAfaMu0ZjVI0Rzl/view?usp=sharing

https://drive.google.com/file/d/1AOwJyrNPPP4Lhy7M8Lx2n5bTmnMON_9A/view?usp=sharing

NJ Center for Civic Education:

What are the qualifications for president?
https://drive.google.com/file/d/1OYMVVwwcQptWhyKiO4oI1Ji-ZIqo-VQj/view?usp=sharing

The Electoral College
https://drive.google.com/file/d/1_cmt2U61qbIdVh3YhnuyZjjiROFNRahn/view?usp=sharing

Unit 2 Topic 4 - The Judicial Branch

Separation of Powers

EDSITEment:
Balancing the Three Branches
https://edsitement.neh.gov/lesson-plans/balancing-three-branches-once-our-system-checks-and-balances

How does Judicial Review Function?

United States Courts

About the Supreme Court | United States Courts
https://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/about

Supreme Court Activity
https://drive.google.com/file/d/1LpUtpfxVMQGFxS2Hlsl4aPWh8A3jKr9D/view?usp=sharing

Library of Congress: Marbury v. Madison https://guides.loc.gov/marbury-v-madison

Judicial Branch

iCivics:
Judicial Branch https://www.icivics.org/curriculum/judicial-branch

Court Quest Extension Pack Teacher's Guide (including ELL Supports)
https://drive.google.com/file/d/1IH1pbuePVzSof78XmHKcafiqNUjwRQKT/view?usp=sharing

EDSITEment
The Supreme Court: The Judicial Power of the United States
https://drive.google.com/file/d/1Yj2HhZc58_nx0cKQihjxj1Nm5CfRyZAm/view?usp=sharing

Unit 2 Topic 5 - Federalism

What is Federalism? How does it work? Powers delegated to the federal government and powers reserved to the states.

iCivics: The "Federal" in Federalism
Lesson Plan -
https://drive.google.com/file/d/1beOGPRfEl-ByAF6KISrNNgsK6kGvrc8v/view?usp=sharing

https://drive.google.com/file/d/1nCTdmYZBMfJ2go_xzhOFo8vfqFWEJszC/view?usp=sharing

https://drive.google.com/file/d/1EYBn1Ac28R0J6l6hbPaqpQWk3buw8fnM/view?usp=sharing

https://drive.google.com/file/d/1Kj_uwRge3eNF4uJ7b6AI0847lyPYZ5_8/view?usp=sharing

National Archives: Understanding Federalism
https://www.archives.gov/legislative/resources/education/federalism

Federalism and Separation of Powers

National Constitution Center: Federalism
https://constitutioncenter.org/interactive-constitution/learning-material/federalism

Supremacy Clause and Implicit Powers
History.com: McCulloch v. Maryland (1819)
https://www.history.com/topics/united-states-constitution/mcculloch-v-maryland

How has Federalism changed over time?

ThoughtCo.: Types of Federalism
https://www.thoughtco.com/types-of-federalism-definition-and-examples-5194793

Federalism in Action
https://drive.google.com/file/d/17Rk90Typshga8Lj-8gfHA51xcTxelTWC/view?usp=sharing
Carnegie Council: Energy Policy
https://www.carnegiecouncil.org/explore-engage/classroom-resources/moral-leadership-and-the-environment/federalismenergy

Unit 2 Topic 6 - Bill of Rights and Amendment Process

Was a Bill of Rights necessary?

iCivics: Federalists and Antifederalists Views **https://nearpod.com/t/L38953077**

NJ Center for Civic Education:
Federalists and Anti- Federalists: Federalism Today
https://drive.google.com/file/d/1jxKgocJF4li-RHIoqQOfBTY_mBEp69J-/view?usp=sharing

Center for Civic Education:
Antifederalists **https://www.youtube.com/watch?v=5DlxymlJvlk** **(9:10)**
 and AntiFederalist Response (Federalist 10) **https://www.youtube.com/watch?v=6ucKK1nOf8k**
(11:30)

Constituting America: Why did James Madison change his mind?
https://constitutingamerica.org/james-madison-the-bill-of-rights-political-compromise/

How does the Bill of Rights protect rights?

National Constitution Center: 8 Basic Facts About the Constitution
https://constitutioncenter.org/blog/everything-you-ever-wanted-to-know-about-the-bill-of-rights-2

National Archives:
The Bill of Rights- What does it say?
https://www.archives.gov/founding-docs/bill-of-rights/what-does-it-say#:~:text=It%20spells%20out%20Americans%27%20rights,the%20people%20or%20the%20States.

Bill of Rights Institute: Explains each amendment
https://billofrightsinstitute.org/primary-sources/bill-of-rights

What rights does the Bill of Rights protect?

Civics Game: You've Got Rights!
https://drive.google.com/file/d/1AOrvcJM22EKWhThKzzXgjb4SKbFIKGCW/view?usp=sharing

https://drive.google.com/file/d/156HEwVJkeDjGSaJ-y9121lze5F6INxpV/view?usp=sharing

https://drive.google.com/file/d/1rKCVzZ6NHwVwPgGVZ7wzi3LqjmkdWMzM/view?usp=sharing

https://drive.google.com/file/d/1nZr5EN7Xyr9Q3A4QICnBCJq6Xb2PkYHY/view?usp=sharing

iCivics: Do I Have a Right?

https://drive.google.com/file/d/14vjyHLsB3tg3YRBXvkYFBLOtBWsL9VyM/view?usp=sharing

https://docs.google.com/presentation/d/14l28_FXLa4Xrwm_3m8Eihb-UdyroKxrU/edit?usp=sharing&ouid=106735583922286719999&rtpof=true&sd=true

https://drive.google.com/file/d/1O8bpEFaE0qEcrLBlNKjAjjTbkR7O51UK/view?usp=sharing

Do I Have a Right? Extension Pack
https://drive.google.com/file/d/1jTojaJqBnqbD6rXzsZ2q4RhdmKLZH-LN/view?usp=sharing

Amendment Guide - Amendment Advantage
https://drive.google.com/file/d/10tEISbjtNiK5n5ACQgPDQRk6vqK8E47g/view?usp=sharing

Amendment Guide - Amendment Advantage - Spanish
https://drive.google.com/file/d/10WeXU1L4LrcMmS1IxXDh5BAnedvzlNnh/view?usp=sharing

iCivics: Amendment Mini-Lesson
https://drive.google.com/drive/folders/177dIJ-2ZF6Qn0iB0WfVB9RDGzwf7JRJu?usp=sharing

Teacher Guide
https://drive.google.com/file/d/1r1XFUXGvwnIyZKspM3oiQEhv8Ncxe-6v/view?usp=sharing

Amendment Mini-lesson Fillable
https://drive.google.com/file/d/1Njw5qZHgYuKo2NEpkC38u1d--QDQRs-2/view?usp=sharing

https://drive.google.com/file/d/1AdoO45c8B7MQEcFq6phDu5wt5v3m9p-x/view?usp=sharing

https://drive.google.com/file/d/1zagO6A2mMk-vqIVBd-qsSM3VlkmWM4yt/view?usp=sharing

https://drive.google.com/file/d/10-TL3Q62-2m8kmXE5OCdY4JDh3OGydCH/view?usp=sharing

How is the Constitution Amended?
○ **U.S. Senate: Amending the Constitution**
https://www.senate.gov/reference/reference_index_subjects/Constitution_vrd.htm#:~:text=Article%20V%20of%20the%20Constitution,thirds%20of%20the%20state%20legislatures.

Why did the Founders make it difficult to amend the Constitution?
○ **National Park Service: Amending the Constitution**
https://www.nps.gov/articles/000/teaching-civics-amending-the-u-s-constitution.htm

Websites:
- [1783 Treaty of Paris](#)
- [www.icivics.org](#)
- [Stations Activity: The George Washington Presidency (1789-1797)](#)
- [Political Parties: Two is Company, Three's a Crowd – Lesson Plan | Lesson Plan](#)

Videos:
- [The Making of the American Constitution - Judy Walton](#)
- [Who Won the American Revolution?: Crash Course US History #7](#)
- [The Constitution, the Articles, and Federalism: Crash Course US History #8](#)
- [Where US Politics Came From: Crash Course US History #9](#)

Stage 2 – Assessment Evidence

Consider all assessments: pre-assessments, diagnostic, formative assessments, benchmark assessments, summative, mid-terms, finals, state assessments

Pre-Assessments:
- Surveys
- SGO Pre-Test in Linkit (to be found on shared Google folder):
- https://drive.google.com/drive/folders/1whAOu-uh59SFJyCfs-GH26J8IC7rfhg3?usp=sharing
- Writing Sample

Formative Assessments:
- Do Now and Closure Activities
- Group Work
- Class Discussions
- Primary Source Analysis
- Tiered Assignments

Summative Assessments:
- Tests / Quizzes (found on shared folder):
    - Articles of Confederation
    - Constitution
    - Bill of Rights
    - Forms of Government
- Unit Assessment (found on shared folder):
    https://drive.google.com/drive/folders/1whAOu-uh59SFJyCfs-GH26J8IC7rfhg3?usp=sharing
- Essays

Performance Task(s):
- DBQ work

- Involve students in a simulation of the Federal Convention of 1787 - Engage students as participants from the 12 states represented at the Federal Convention in Philadelphia in 1787 to appreciate the need for compromise and the compromises made. One possibility is to focus on the role of New Jersey's delegates regarding the debate over representation. Another more sophisticated activity focuses on the issue of slavery at the Federal Convention.

Stage 3 – Learning Plan

- Students will use the website 1783 Treaty of Paris to research the multiple perspectives of the Treaty of Paris. Then students will write a brief essay explaining the details of the final signed agreement and discuss the potential effects of this agreement on the United States and its inhabitants once it is implemented.
- Students will identify different forms of government. Then students will work in small groups to participate in a simulation of life under different forms of government. Students will build a tower using different government styles to determine which system of government functions most efficiently. Students will be assigned Democracy, Oligarchy, and Monarchy. Each group will receive the same amount of popsicle sticks, glue, and tape. Students will have the same amount of time to construct the tallest tower of popsicle sticks possible. Each group must follow these rules:
  - Monarchy Group - have one leader/rule who will give directions to the rest of the group members on how to construct the tower. At no time during the allowed time limit, can any other members of the group communicate.
  - Oligarchy Group - will have 2-3 rulers who ho will give directions to the rest of the group members on how to construct the tower. At no time during the allowed time limit, can any other members of the group communicate.
  - The Democracy Group - will not have a leader, instead all group members will be allowed to communicate and take part in building the tower.
    - Students who participate in the simulation should show frustration, teamwork, arguments, etc. As students build the towers they will begin to recognize that taking part in each government system is different. When the simulation is over, students will write about their findings.
- Students will analyze the effectiveness of the Articles of Confederation. Using the videos - The Articles of Confederation - Becoming the United States - Extra History - #1, The Articles of Confederation - Ratification - Extra History - #2, The Articles of Confederation - Finding Finances - Extra History - #3. While watching the videos the students will first determine items that Surprised them and included Why. Then after watching all videos, infer what would the U.S. be like with we still used the Articles of Confederation today. Then, if you want to, use the video to see if the students had a similar answer to The Articles of Confederation - Constitutional Convention - Extra History - #4. Then, discuss why they had a different answer to the one presented.
- Students will read the June 15, 1787: The New Jersey Plan and the May 29, 1787: Virginia and Pinckney Plan to determine which plan provided a better solution for the early colonies. Provide textual evidence to support their claim.

- Students will read the article "Conceived of Compromises the US Constitution" [Conceived of Compromises: Creating the US Constitution](#) and complete a graphic organizer about; separation of power, checks and balances, big states vs. small states, and the three-fifths compromise. Students will then write a paragraph using evidence from the text, they will identify two different groups of people that were affected by the compromises of the constitution.
- Students will compare and contrast the New Jersey and Virginia Plans using the I-Civics lesson "Wanted: A Just Right Government." [Wanted: A Just Right Government](#) This lesson will also compare the Articles of Confederation to the Constitution. Students will use the provided materials to create a compare and contrast chart. Students can use the lesson material in ["Major Clash, Compromise"](#) from I-Civics to further break down the compromises of the Constitution.
- Students will break down the rights provided by each of the amendments in the Bill of Rights. Students will categorize rights into three categories; individual freedoms, limits on government, and rights of the accused. Students will then complete a writing assignment where they will explain what could happen if the First, Fourth, Sixth, or Eighth Amendments did not exist. Use www.icivics.org "You've Got Rights" for lesson materials.
- Students will determine which of the amendments in the Bill of Rights is most important. Additionally, provide evidence to support their claim.
- Students will use ["The Anatomy of the Constitution"](#) from I-Civcs to explain the structure, function, and powers of the U.S. government as established in the Constitution.
- Students will determine which branch of government has the most power. Additionally, support their answer with textual evidence.
- Students will research George Washintons presidency and his foreign policy, Alexander Hamilton's financial plan, and The Whiskey Rebellion.Students will then evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. Student evaluation can be done as a writing assignment, presentation, or answering text questions through the use of stations. [Stations Activity: The George Washington Presidency (1789-1797)](#)
- Students will create a chart/Venn diagram comparing and contrasting the Articles of Confederacy to the Constitution.
- Students will use the Crash Course Video "Who Won the American Revolution" to Determine how various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), were impacted by the war. Students will create a graphic organizer of the information and then will write a paragraph about the impact of the war.
- Students will analyze the section George Washingston's Farewell Address where warned Americans to stay away from forming political parties. Students will answer questions about the speech and compare what he said to politics of today.
- Students will determine the impact of the political parties on U.S. history, using [The Origins of the United States Two-Party System](#), and whether it should continue as an idea.

- Students will compare the viewpoints of Alexander Hamilton and the Federalist Party to the viewpoints of Thomas Jefferson and the Democratic Republicans. Students will then answer the question overall, which man had a better policy regarding the role of the government: Hamilton or Jefferson? Students should explain at least three reasons why they chose that man. Use [Where US Politics Came From: Crash Course US History #9](#) to help students compare the two. Using the video, students will look at the Alien and Sedition acts and determine how they limited the rights of Americans. They will compare these limits to limitations placed on the colonists prior to the American Revolution.
- Students will read "Jefferson Winning the 1800 Election was a Game Changer" to identify how the election process worked in the 1800s.
- Students will examine the impact third parties have had on elections. use [Political Parties: Two is Company, Three's a Crowd – Lesson Plan | Lesson Plan](#) for resources and material.
- Students will complete the DBQ: Should Schools Be Allowed to Limit Online Speech? Students will determine if people should be allowed to say whatever they want online.

Unit Plan Title	Unit 3: The Constitution, American Ideals and the American Experience
Suggested Time Frame	One Marking Period

Overview / Rationale

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."

Stage 1 – Desired Results

Established Goals:
New Jersey Student Learning Standards for Social Studies (2020)
- 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 powers, checks and balances and individual rights) in establishing a federal government that allows for growth and change over time.
- 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.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.
- 6.3.8.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 separation of powers, checks and balances and individual rights) in government, 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.
- 6.1.8.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.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.
- 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

Essential Questions:	Enduring Understandings:
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and the respect for human dignity? - How well has the United States met the fundamental principles established in the Constitution? - How did the Constitution establish a "more perfect union" than the Articles of Confederation? - How has extending the right to vote supported the concept of the consent of the governed? - How has the rule of law prevented abuse of authority? - What is "fairness" or "justice"? - How does the Constitution "establish justice"? - How do we ensure that people are treated fairly? - Can there be justice without equality? - How are the terms "fairness" or "justice" commonly defined and used in law? By people you know?	- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice and property of rights. - Political and civil institutions impact all aspects of people's lives. - The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. - Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. - Social and political systems have protected and denied human rights (to varying degrees) throughout time. - Ensuring the right to vote is an essential component of a successful democracy. - The right to "due process" is considered one of the most fundamental guarantees of individual rights. - Procedural Due Process means that the government must follow rules and

- What is "due process" and how does it protect individual rights?
- What is "due process" and how does it protect individual rights?
- What does the 14th Amendment mean by "equal protection under the law"?
- What is equality of opportunity?
- How well has the U.S. balanced the need for order and the protection of individual rights?
- What is "domestic tranquility?"
- What is "privacy"?
- How has the U.S. balanced the need for order and the protection of rights during times of peace and times of war?
- What is "liberty"? Why did the Founders make it the defining purpose of the American government?
- To what extent has the American experience succeeded in promoting the general welfare or common good?
- How can we best balance individual rights and the general welfare when these important concepts are in conflict?
- What effect did the 13th, 14th, and 15th amendments have on the United States?
- What was the most significant event that led to the expansion of voting rights in the Jacksonian era?
- Why did the reform movement occur in the Antebellum period?
- Why did the United States expand?
- How did foreign relations change during this period?
- Why did the abolitionist movement occur?
- What impact did Manifest Destiny have?
- What led to the increase in immigration to the United States?
- What impact did the Emancipation Proclamation have on the United States?
- What was the best approach used for Reconstruction?
- What impact did Reconstruction have on government and society?

- procedures that are reasonable, fair, and not arbitrary.
- Substantive Due Process means that the government cannot make or interpret laws in a way that violates fundamental rights.
- Domestic tranquility refers to the expectation by citizens that the government will ensure an orderly society based on due process and an inviolate/minimum sphere of personal liberty.
- Democracy places a high value on the right to privacy, which is the basis for many of the more specific protections enshrined in the Bill of Rights.
- The right to privacy and other rights have sometimes been restricted during times of war as the need to ensure national security conflicts with more expansive individual rights enjoyed during times of peace. It is the role of the courts to help determine the appropriate constitutional balance between individual rights and national security and to review acts of the legislative and executive branches.
- Habeas corpus is a fundamental right that prevents arbitrary abuse of authority by the government and indefinite detentions of political opponents.
- The peaceful transfer of power is a critical element of democracy, requiring both constitutional procedures and the commitment by citizens to uphold a free society and a republican form of government.
- The use of force by the government must be within constitutional constraints in a democratic society. A cornerstone of American democracy has been a professional, non-political military that takes an oath to support the Constitution.
- The American system of government is based on the concept of social contract theory and the idea that individuals agree to place some limits on their absolute

	liberty in order to actually enjoy the greatest possible amount of liberty. What these limits should be is an important part of Constitutional law and public discourse. ● Democracies must also balance individual liberty and "the common good". Debates about how to best achieve this balance is an important element of politics and public policy. ● Historical events and developments are shaped by social, political, cultural, technological, and economic factors. ● Historical events may have single, multiple, direct and indirect causes and effects. ● Historical contexts and events shaped and continue to shape people's perspectives. ● Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Knowledge:
Students will know…
●
 	
  ● One of the great successes of the American experience is demonstrating to the world that citizens could establish a government based on a social contract with the "consent of the governed".
  ● The Constitution addressed many of the deficiencies of the Articles of Confederation.
  ● The right to vote, initially granted to a limited segment of the population, has gradually been extended to different groups enhancing the concept of "the consent of the governed".
  ● The Fifth Amendment established the concept of "due process" in the Constitution regarding the federal government and its importance to the average citizen.
  ● The Fourteenth Amendment extended the concept of "equal protection under the law" to the states.
	Skills:
	Students will be able to…
	● Evaluate the impact of slavery.
	● Analyze how slavery violated human rights.
	● Determine why due process is vital to the protection of individual rights.
	● Analyze which ideas/principles are in conflict.
	● Determine the approaches used to resolve conflicts in the democratic process.
	● Analyze the impact of the 13th, 14th, and 15th amendments of the United States.
	● Analyze the impact of the expansion of the voting rights on the United States.
	● Examine the different perspectives of the reform movement during the Antebellum period.
	● Trace the expansion of the United States into Native American lands and the impact it had.
	● Explain the changing approach the United States had with foreign nations.
	● Explain the growing abolitionist movement and New Jersey's impact on it.

● The impact of slavery on various aspects of life in the United States. ● The approaches used to resolve conflicts and disagreements in the democratic process. ● How and why voting rights were expanded. ● The impact of the reform movement in the Antebellum period. ● The reasons for the United States expanding into Native American territories and how the Native Americans responded to the expansion of the United States into their territories. ● The reasons for Manifest Destiny. ● The impact of Manifest Destiny. ● Who participated in the early immgration to the United States and how the United States responded to these early immigrants. ● The events that led to the Civil War, its impact and how it influenced individual rights. ● What Reconstruction is and how it influenced all of the United States.	● Analyze the impact of Manifest Destiny ● Explain who immigrated to the United States. ● Analyze the treatment of these early immigrants. ● Analyze the events that led to the Civil War. ● Determine the impact of the Civil War ● Analyze the effectiveness of Reconstruction.

VOCABULARY

Blessings of Liberty ● Checks and Balances ● Domestic Tranquility ● Franchise ● General welfare ● Impeachment ● Justice ● Posterity ● Preamble ● Rule of Law ● Separation of Powers ● Sovereignty ● Suffrage ● Union

Affirmative Action ● Civil RIghts Movement ● Due Process ● Equality ● Fairness ● Habeas Corpus ● Jim Crow ● Segregation

Alien and Sedition Acts ● Domestic Tranquility ● Habeas Corpus ● Liberty ● Patriot Act of 2001 ● Privacy

Assembly ● Censorship ● Common Good ● Establishment Clause ● Free Exercise Clause ● General Welfare ● Individual rights ● Libel ● Liberty ● Petition ● Press ● Protest ● Religion ● Sedition ● Slander ● Social Media ● Speech

	CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS **9.1 FINANCIAL LITERACY - Grades 6 - 8**
	Financial Psychology
	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial wellbeing.
X	9.1.8.FP.5: Determine how spending, investing, and using credit.
	Economic and Government Influence
	Taxes affect one's personal finances.
X	9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income.
X	9.1.8.EG.2: Explain why various sources of income are taxed differently.

	9.2 CAREER AWARENESS, EXPLORATION, PREPARATION AND TRAINING - Grades 6-8
	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income
X	9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
X	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

	9.4 LIFE LITERACIES AND KEY SKILLS **Grade 6-8**
	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
X	9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
X	9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers

	to productive and positive interaction.
X	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
X	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
X	**Information and Media Literacy**
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
X	9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
X	9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
	Sources of information are evaluated for accuracy and relevance when considering the use of information.
X	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
	There are ethical and unethical uses of information and media.
X	9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media.
X	9.4.8.IML.10: Examine the consequences of the uses of media.
X	9.4.8.IML.11: Predict the personal and community impact of online and social media activities.
	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
X	9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
X	9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
X	9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
X	9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
	Technology Literacy

	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
X	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Making Connections to Careers

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:
- Actor - a professional in TV, movies, or the theater.
- Athlete - a person who plays a sport.
- Archeologist - person who studies human history and prehistory through the excavation of sites and the analysis of artifacts and other physical remains.
- Chef - a professional cook, especially in a restaurant or hotel.
- Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.
- Dietician - a person who advises others on food and nutritional needs.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court.
- Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.
- Lawyer - a person who advises, counsels or advocates for others in the context of legal matters.
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Musician - a person who makes music.
- Photographer - a person who makes photographs.
- Politician- an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016)
- 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.

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Student Resources

Primary Source Readings
- DBQ Project - North or South: Who Killed Reconstruction?
- DBQ Project - What Was Harriet Tubman's Greatest Achievement?
- DBQ Project - The Battle of Gettysburg: Why Was It a Turning Point?
- http://www.pbs.org/wgbh/aia/part4/4h1541b.html

Secondary Source Readings
- Scholastic Reading - *First Amendment 101*
- Newsela
    - *Reconstruction in the South* - https://newsela.com/read/lib-south-reconstruction-period/id/29408/
    - *The other '68: Black power during Reconstruction* - https://newsela.com/read/lib-black-power-during-reconstruction/id/47313/

- *A History of the 15th Amendment* - https://newsela.com/read/lib-history-15th-amendment/id/25694/?collection_id=2000000398
  - *Native Americans in the Civil War* - https://newsela.com/read/lib-native-americans-civil-war/id/2000000676/
  - *Lives of white Southerners before the Civil War* - https://newsela.com/read/lib-lives-of-white-southerners-pre-civil-war/id/2001010252/
  - *Dueling messages: Propaganda in the Civil War* - https://newsela.com/read/natgeo-civil-war-propaganda/id/51148/
  - *Historian recounts role of Chinese Americans who fought in the U.S. Civil War* - https://newsela.com/read/lib-chinese-americans-civil-war/id/2001018307/
  - *"We the People": The Constitution, and the political legacy of salvery* - https://newsela.com/read/lib-constitution-and-slavery/id/56875/
  - *Cash crops made slavery a big part of America's early economy* - https://newsela.com/read/southern-slavery-economy/id/51355/

- Achieve3000 *check Achieve 3000 resource library for new additions and updates* PDFs can be found here: https://drive.google.com/drive/folders/1Ha6J_G6mEioPOvgJoYkVbsDuFxK0zwqd?usp=sharing
  - *Political Animals*
  - *Fisk Jubilee Singers*
  - *America Finds a Pastime*
  - *How to (Almost) Remove a President*
  - *The Women of New Orleans*
  - *The Enemies Within*
  - *A Distinctly Decorated Doc*
  - *Eating Goober Peas*
  - *A Lean, Mean, Wrestling Machine?*
  - *Myths of the Underground Railroad*
  - *Africatown's Enduring Legacy*
  - *Dispatches from the Civil War*
  - *Civil War and Reconstruction: A War Hero Remembered*
  - *Equal Rights for All Men*

Teacher Resources
Google Folders contain various resources aligned to various topics. https://drive.google.com/drive/folders/1whAOu-uh59SFJyCfs-GH26J8IC7rfhg3?usp=sharing **SEL in Middle School Social Studies Instruction** **https://drive.google.com/file/d/1IZBiRSPlKswkQ4-Fj2X0PgOaDiDUCVvP/view?usp=sharing**   **Rutgers Curriculum Guide for Middle School Civics** **https://civiced.rutgers.edu/documents/civics/middle-school-civics/117-curriculum-guide-for-middle-school-civics** **Unit 3 Topic 1** **Preamble to the Constitution:** *"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…"* **How did the Constitution establish a "more perfect union" than the Articles of Confederation?** **iCivics: The Constitution's Cover Letter Lesson DBQuest** https://drive.google.com/file/d/1y6rNYpffxPPFvkUSHQIUqpXvSxVgAQZ1/view?usp=sharing **Edsitement.neh.gov: The Preamble to the Constitution: A Close Reading Lesson** **https://edsitement.neh.gov/lesson-plans/preamble-constitution-close-reading-lesson** **Activity 1. Questions to form a Government** **https://drive.google.com/file/d/1clcQ4Oz22DHVvbEoH-yIU4-2-yQ3MWRT/view?usp=sharing** **Activity 2. Teachers' Guide** **https://drive.google.com/file/d/1zXAvQnYPp7E9JRsbJlzh-uK0lnLNjZo_/view?usp=sharing** **Activity 2. What the Preamble Says (comparison with the Articles of Confederation)** **https://drive.google.com/file/d/1t-LyZCGe2YbgiELppcnCeX_kH8VmOt8H/view?usp=sharing** **iCivics game: iCivics America's Founding Preambles DBQuest** **https://drive.google.com/file/d/11Q_jpUnHatLlxOGoHlXR969USiw_dFnW/view?usp=sharing**

C-Span Lesson Plan: Introduction to the Principles of Democracy
https://docs.google.com/document/d/1Nt8Zk12UM_1kxJkbfvrIfblv0kIEYD8DrQcvdizLZBo/edit?usp=sharing

Video Clip 2: Introduction to the Rule of Law (Video Length-1:17)
https://www.c-span.org/video/?c4676665/introduction-rule-law

Video Clip 6: Justice Breyer on Democracy (Video Length-4:14)
https://www.c-span.org/video/?c4676977/justice-breyer-discusses-democracy-majority-rule

Video Clip 7: Rule of Law, Equal Protection and Rights (Video Length-2:40)
https://www.c-span.org/video/?c4677032/rule-law-equal-protection-rights

Introduction to the Principles of Democracy Handout
https://drive.google.com/file/d/1s7q8uvgUNfWgvaGufG-eDxxKAnRMnbui/view?usp=sharing

How has extending the right to vote supported the concept of the consent of the governed?

Vocabulary: franchise, suffrage and right to vote

Expansion of franchise to men in 1830s:

C-SPAN Classroom:Video Clip: Who Could Vote in the Early United States?
https://www.c-span.org/classroom/document/?7462

C-SPAN Classroom The Expansion of Voting Rights charts and video links
https://drive.google.com/file/d/1uYnMf75DLxE4v3F9HenOVjYe7E1Da2QH/view?usp=sharing

PBS Learning Media: History of U.S. Voting Rights | Things Explained
https://ny.pbslearningmedia.org/resource/c25fa636-8c55-407e-9634-cee665de60fb/history-of-us-voting-rights-things-explained/

Fifteenth Amendment

PBS Learning Media: The 15th Amendment Challenges the Women's Movement Carrie Chapman Catt
https://ny.pbslearningmedia.org/resource/15th-amendment-challenges-women-suffrage-video/carrie-chapman-catt-warrior-for-women/

PBS Learning Media: The 15th Amendment and the Battle Over Voting Rights (PBS Learning Media)

https://ny.pbslearningmedia.org/resource/fifteenth-amendment-battle-over-voting-rights/ken-burns-not-for-ourselves-alone-video-gallery/

Women's Suffrage

PBS Learning Media: She Resisted:Seneca Falls Convention |
https://drive.google.com/file/d/1oR-VsOS9iLkrQkkDbNQT_QkQP_OsMUln/view?usp=sharing
The Vote; Strategies of Suffrage

The Vote ; She Resisted: Strategies of Suffrage - Remote Worksheet; She Resisted: Strategies of Suffrage - Group Work
https://drive.google.com/file/d/1oR-VsOS9iLkrQkkDbNQT_QkQP_OsMUln/view?usp=sharing

iCivics: Women's Suffrage: A Movement in the Right Direction Infographic
https://drive.google.com/file/d/1vrLihEWzOUIopUSpR3B3bjT9yUFC03fn/view?usp=sharing

C-SPAN Classroom Lesson: Early Women in Congress
https://drive.google.com/file/d/17-EQ5I-iICSN7X6VBXC_UBjSzX7FGWmb/view?usp=sharing

https://drive.google.com/file/d/1F5UIQ1hyUiaj98ao_HuHylsiSyr4D5lc/view?usp=sharing

Alice Paul Institute: Who Was Alice Paul? https://www.alicepaul.org/about-alice-paul/

The New Jersey Center for Civic Education
New Jersey Women You Should Know
https://drive.google.com/file/d/1yCbvQc2e4EVr434ts0t4KHoQgTSvmK6l/view?usp=sharing
Alice Paul and Women's Suffrage
https://drive.google.com/file/d/1MlF4bcN9KhkKubgE3lUgsXSCvJUcGRpk/view?usp=sharing

Library of Congress: NJ Women Gain and Lose the Vote (Document image)
https://www.loc.gov/exhibitions/women-fight-for-the-vote/about-this-exhibition/seneca-falls-and-building-a-movement-1776-1890/early-feminist-inspirations/new-jersey-women-gain-then-lose-the-vote/

Expanding the right to vote
Southern Monmouth League of Women Voters "Fight For the Vote"
https://drive.google.com/file/d/12eycJ2CQ0SkFAeLHx-oSowBJfPGZqwoL/view?usp=sharing

The 26th Amendment
Should the voting age be lowered?
New Jersey State Voting requirements https://nj.gov/state/elections/voter-registration.shtml

How has the rule of law prevented abuse of authority?
https://drive.google.com/file/d/1gMLiiO17IZbDWysxb2rJ7eKm54ForTqh/view?usp=sharing

National Constitution Center: U.S. v. Nixon (1974)
https://www.nixonlibrary.gov/news/26th-amendment

Unit 3 Topic 2

What is Justice or Fairness?

Background article: Equality and Justice: History and Ideals — Equal Justice Under Law**https://equaljusticeunderlaw.org/thejusticereport/2018/8/29/equality-and-justice-history-and-ideals**

Culture of Dignity.com activity:
The Difference between Equality and Equity
https://drive.google.com/file/d/12Tho7N6EJeDEQfbyBdtS6n6KZf3Ihfjp/view?usp=sharing

NJ Center for Civic Education:
What is fairness or justice?
https://drive.google.com/file/d/1PHhU5yb41AOoNpACAx2PTrn5AOlORPVl/view?usp=sharing

To what extent has the United States established justice for all?
How fairly has the United States treated Native Americans?

C-Span Classroom Lesson Plan: The Indian Removal Act of 1830
https://drive.google.com/file/d/1PY8bxgGVUCPApfxHxTD-wIzvGdPTiKOE/view?usp=sharing

PBS Learning Media:
https://ny.pbslearningmedia.org/resource/midlit11.soc.splcher/trail-of-tears-the-cherokee-fight-against-removal/
Trail of Tears: The Cherokee Fight Against Removal
https://drive.google.com/file/d/1xdAXvwYg4PHTxMAQ2VH6Y7hXI1_9VuNj/view?usp=sharing

Trail of Tears: Are the Cherokee an Independent Nation?
https://ny.pbslearningmedia.org/resource/arct.socst.ush.ttgoingcourt/are-the-cherokee-an-independent-nation/
and Worcester v. Georgia Cherokee Nation
https://ny.pbslearningmedia.org/resource/d7ad4f12-fcd2-4d8d-9937-66dc8f2d8ec8/worcester-v-georgia-cherokee-nation/

NJ Center for Civic Education: Cherokee Removal historical role playing activity
https://www.crf-usa.org/bill-of-rights-in-action/bria-21-1-c-indian-removal-the-cherokees-jackson-and-the-trail-of-tears.html

https://drive.google.com/file/d/1NrSDVroS8RHH9BVPokLQwnqcR2H_ZCom/view?usp=sharing

Constitutional Rights Foundation:
Choosing a Native American Policy: SimulationActivity
https://www.crf-usa.org/bill-of-rights-in-action/bria-21-1-c-indian-removal-the-cherokees-jackson-and-the-trail-of-tears.html

<u>How fairly has the United States treated African Americans?</u>

NEH Edsitement:
Slavery and the American Founding; "The Inconsistency Not to be Excused"
Activity 1
https://drive.google.com/file/d/1ii1q1GMLgJMrmIOPA5Maf8C-9HDw-mXo/view?usp=sharing
Activity 2
https://drive.google.com/file/d/132Lf80TcbCwtlBXnh8VSiTbUu4IN40gc/view?usp=sharing

PBS learning Media:
https://ny.pbslearningmedia.org/resource/dpla-tg-040/teaching-guide-exploring-american-abolitionism/
Teaching Guide: Exploring American Abolitionism
13th Amendment

Link to Mock Congressional Hearings regarding Reconstruction in Conflict Resolution and U.S. History
https://www.govinfo.gov/app/search/%7B%22query%22%3A%22Reconstruction%20in%20Conflict%20Resolution%2013th%20amendment%22%2C%22offset%22%3A0%7D

Jim Crow
C-Span Classroom:
Poll Taxes https://www.c-span.org/classroom/document/?8998
Literacy Test https://www.c-span.org/classroom/document/?8995

Grandfather Clauses in the Jim Crow South
https://www.c-span.org/classroom/document/?8997

Junior Scholastic: How Barbara Johns Helped End Segregation
https://junior.scholastic.com/issues/2018-19/012819/this-student-helped-desegregate-america-s-schools.html#960L

What is "due process" and how does it protect individual rights?
https://drive.google.com/file/d/1yoOKTvNXDK0tihYcaL4Wtkk1rALP1zWy/view?usp=sharing

Justice In The Classroom: Due Process and the Constitution
https://drive.google.com/file/d/1yoOKTvNXDK0tihYcaL4Wtkk1rALP1zWy/view?usp=sharing

NJ Center for Civic Education:
https://drive.google.com/file/d/1XdFz8ifGSAEju5O6-Xd0zcJUK8OvvhQO/view?usp=sharing
What is due process and why is it important?
What does the 14th Amendment mean by "equal protection under the law"?

PBS Learning Media: The Reconstruction Amendments
https://lsintspl3.wgbh.org/en-us/lesson/ilwnet17-reconamend/?as_guest=True&next=https://ny.pbslearningmedia.org/resource/ilwnet17-soc-us-reconamend/the-reconstruction-amendments/

NJ Center for Civic Education: What does "equal protection" mean?
https://drive.google.com/file/d/1GP5Y-w_MKkO0aL4x_zPhyog6AY7m-4zq/view?usp=sharing

Triad Debate: Affirmative Action
https://drive.google.com/file/d/1K-vLBrLzjJ131AVUToIopSCvBOr4MkZn/view?usp=sharing

Unit 3 Topic 3

What is "domestic tranquility"?
NJ Center for Civic Education: How do you "ensure domestic tranquility"?
https://drive.google.com/file/d/1JSAW48lo4ORlnf-qXT2IpnbXKTKlKwje/view?usp=sharing

Privacy Rights During War:
C-SPAN: Schenck v. United States and the Espionage Act
https://www.c-span.org/classroom/document/?4905

Bill or Rights Institute: Security, Liberty and the Patriot Act
https://billofrightsinstitute.org/lessons/security-liberty-usa-patriot-act

Habeas Corpus
What is habeas corpus and why is it important?

C-SPAN Classroom:
The meaning and Origins of Habeas Corpus
https://www.c-span.org/classroom/document/?82

The Writ of Habeas Corpus and the Constitution
https://www.c-span.org/classroom/document/?8344

How does the Fourth Amendment protect privacy rights?

Learning for Justice: What is a Hate Crime?
https://www.learningforjustice.org/classroom-resources/lessons/what-is-a-hate-crime

NJ State Bar Foundation Law Adventure Competition
https://njsbf.org/school-based-programs/mock-trial/law-adventure-competition-for-grades-7-and-8/

Political stability and peaceful transfer of power

iCivics: Peaceful Transfer of Power
https://www.icivics.org/teachers/lesson-plans/peaceful-transfer-power-infographic

Unit 3 Topic 4

What does "promote the general welfare" mean?
How does the government promote the general welfare or common good?

NJ Center for Civic Education:
What is the "general welfare"?
https://drive.google.com/file/d/1X6lMY3FI_1JoaFyuOUiEmUIJVWaIiar2/view?usp=sharing

What is "liberty?"
https://drive.google.com/file/d/1uMz1oGbXgwlmLglyxSkdqsUfXyWhZRNx/view?usp=sharing

Why is freedom of expression? Why is it so important? When should it be limited?

NJ Center for Civic Education: First Amendment Freedom of Expression
https://drive.google.com/file/d/1i12us9yKEEOnAB69QO3s2p0M9ZRJXnZd/view?usp=sharing

C-SPAN: Zenger Trial and the Colonial Press
https://www.c-span.org/classroom/document/?10186

National Constitution Center The First Amendment Plan of Study
https://drive.google.com/file/d/1cfWYWnmVm3JtEzcW1HSJEG1rQSZ5VVWR/view?usp=sharing

Newseumed.org: My Five Freedoms
https://newseumed.org/tools/lesson-plan/introduction-first-amendment-my-five-freedoms

US Courts: First Amendment Modified Oxford Debates and Scenarios
https://www.uscourts.gov/about-federal-courts/educational-resources/educational-activities/first-amendment-activities

TPS: Sedition Act: Should speech ever be restricted?https://drive.google.com/file/d/1edwGZrYGGaVdCE7Ww8H7xAsxlaY77qS8/view?usp=sharing

Right to Petition and Assemble
https://www.americanbar.org/groups/public_education/law-day/law-day-2020/planning-guide/middle-school-lesson-plans/
American Bar Association: Right to Petition Lesson Plan
https://drive.google.com/drive/folders/1KBv_v2z54RfImz_oH-RVHIvBXPYEs8Oo?usp=sharing

https://drive.google.com/file/d/19Hdop6QsDeKeGUX1EYiMyIoCkqHHC5y1/view?usp=sharing

https://docs.google.com/presentation/d/1nW7HV9Id5RyuUt0zSxfvuCwyuKBfvAYe/edit?usp=sharing&ouid=106735583922286719999&rtpof=true&sd=true

https://drive.google.com/file/d/1QxxvuA96vtyoc0LSD5JCLlhhy268v3N8/view?usp=sharing

Freedoms Foundation:
Freedom of Petition & Assembly Lesson Plan
https://drive.google.com/file/d/1f-cinmjOCwKF2KBZkds7-bkWbeUVMsEl/view?usp=sharing

National Constitution Center:

Freedom of Assembly & Petition Lesson Plan
https://drive.google.com/file/d/1MJQlAaiUDQAO9FnJDtHgzXWkib2VAldU/view?usp=sharing

What is the difference between "the establishment of religion" and the "free exercise of religion"? How do we balance religious beliefs v. the common good?

NJ Center for Civic Education:
How does the First Amendment protect freedom of religion?
https://drive.google.com/file/d/1tQSbP8oKHcT9dgOkDS4wMtN8ebeMrWen/view?usp=sharing

How can we balance individual rights and the general welfare when these important concepts are in conflict?

C-SPAN: Individual Liberty and the Common Good
https://www.c-span.org/classroom/document/?7259

Supplemental Workbooks:
- The DBQ Project
- Kids Discover

Technology
Websites:
- www.juniorscholastic.com
- www.history.com
- https://www.pbs.org
- https://ny.pbslearningmedia.org
- www.smithsonian.com
- www.nationalgeographic.com
- https://ed.ted.com
- www.Icivics.org
- Economics For Kids
  https://ny.pbslearningmedia.org/subjects/social-studies/economics/
- Interactive Map of the American Revolution
  https://edsitement.neh.gov/student-activities/american-war-independence-interactive-map
- Escape Room
  https://sites.google.com/view/americanrevdigitalbreakout/home
- Economic Lesson
  https://www.stlouisfed.org/education/classroom-inflation-auction

Videos:
- The fight for the right to vote in the United States - Nicki Beaman Griffin
- Reconstruction and 1876: Crash Course

- [Westward Expansion: Crash Course US History #24](#)
- [War & Expansion: Crash Course US History #17](#)
- [American Imperialism: Crash Course US History #28](#)
- [Due Process of Law: Crash Course Government and Politics #28](#)

Additional Teacher Resources:

- **https://civiced.rutgers.edu/nj-lessons**
- **https://civiced.rutgers.edu/civics/middle-school-civics**
- **https://civiced.rutgers.edu/documents/civics/middle-school-civics/117-curriculum-guide-for-middle-school-civics**

Stage 2 – Assessment Evidence

Pre-Assessments:
- Surveys
- SGO Pre-Test in Linkit (to be found on shared folder):
- https://drive.google.com/drive/folders/1whAOu-uh59SFJyCfs-GH26J8IC7rfhg3?usp=sharing
- Writing Sample

Formative Assessments:
- Do Now and Closure Activities
- Group Work
- Class Discussions
- Primary Source Analysis
- Tiered Assignments

Summative Assessments:
- Tests / Quizzes (to be found on shared folder when created):
  - Antebellum America
  - Civil War
  - Reconstruction
- Film analysis (Template to be developed)
- Essays

Performance Task(s):
- DBQ work
- Simulated legislative or judicial hearing about a current day issue. For example, use the questions about the principles underlying the U.S. Constitution and its application today from the We the People: The Citizen and the Constitution in a simulated Congressional Hearing in your classroom. Or hold a judicial hearing about an issue involving the application of the Bill of Rights, such as the Supreme Court Simulation from the United States Courts.

Stage 3 – Learning Plan

- Students will examine the basics about slavery to the attitudes that defended it and the efforts of those who wanted to see it abolished. Information can be found on [Slavery: No Freedom, No Rights](#)
- Students will analyze the advertisement of a reward for a runaway slave. Students can analyze how the owner viewed their slaves and the language used. http://www.pbs.org/wgbh/aia/part4/4h1541b.html
- Students will analyze the thoughts of a slave. http://xroads.virginia.edu/~Hyper/JACOBS/hjch23.htm
- Students are to define what is Due Process (https://justiceintheclassroom.net/lesson_plans/2019/PDF_TROL_MS/PDF_TROL_MS-DUPRO/TROL-MSDUPRO10%20(reading)%20-%20Right%20To%20Due%20Process.pdf) and then analyze specific scenarios to see which ones are a violation of this right (https://cdn.ymaws.com/www.lakebar.org/resource/resmgr/law_day/law_day_2017/2_2017_Middle_School_Lesson_.pdf)
- Students are to evaluate current events in which due process was either followed or not and determine why this is important for the protection of individual rights and limited government. Some issues to select are police involved shootings, RICO cases, evictions, police brutality cases, police searching a resident's home...
- Using the resources on [Teaching the Big Six ideas in the Constitution](#) students are to analyze the ideas and determine how they may conflict
- Students will determine which is more important, security or freedom? Have students support their answer with some evidence.
- Students are to analyze how conflicts are resolved in a democratic manner. Using the information in the Lesson 4 folder.
- Students can examine and analyze the reasons for the Civil War. ([Slavery, the Crisis of the Union, the Civil War and Reconstruction](#)) Varying activities and lessons provide the framework on how to present the information to the students.
- Students can determine if slavery in New Jersey was similar or different to other places and if New Jersey had a strong abolish movement. ([Slavery in New Jersey](#))
- Students will examine and analyze Manifest Destiny and its impact on those being encroached upon and the United States. Information for the activity is at [Manifest Destiny](#).
- Students will determine which information presented is new or surprising and how it challenged, changed, or confirmed their view of Manifest Destiny, using the Crash Course videos ([Westward Expansion: Crash Course US History #24](#), [War & Expansion: Crash Course US History #17](#), [American Imperialism: Crash Course US History #28](#))
- Students will analyze the push-pull factors that led to increased immigration to the United States ([They're Coming to America: Immigrants Past and Present](#))
- Students can examine the Civil War. ([Teaching the Civil War](#)) - This resource uses various links of Google Classroom activities that can be assigned to help go through the varying aspects of this pivotal United States historical event.
- Students will analyze varying topics to discuss their opinions to see if they can come to a consensus on the topic. Topics to discuss, are to include, but not limited to, school uniforms, mandatory civil service for women, Equal Rights Amendment, changing the voting age, First Amendment questions (Scholastic)

- Students will analyze the impact of the 13th, 14th, and 15th amendments on the citizens of the United States using the information and activities on The Reconstruction Amendments
- Students can reinforce learning by providing items that surprised then from the Crash Course video on Reconstruction
- Student can examine Antebellum life for some during this period and how different it was from the usual experience of many ex-slaves (https://ny.pbslearningmedia.org/resource/reconstruction-15th-amendment/reconstruction-the-15th-amendment-and-african-american-men-in-congress/)
- Students will map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

Unit Plan Title	Unit 4: The Role of the Citizen in a Democratic Society
Suggested Time Frame	One Marking Period

Overview / Rationale

Helping students understand and appreciate their role as a citizen in a democratic society is an aspect of civic education that is often overlooked, yet it is very important if students are to be successful future stewards of our democracy. Middle school is a crucial formative period and an opportunity to engage students in their school and local communities. As students develop the skills and dispositions to support their communities, identify public issues that need to be addressed, and participate in established processes to bring them to the attention of the appropriate governmental body, students gain the confidence to address public policy and the desire to do so as adults.

Stage 1 – Desired Results

Established Goals:
New Jersey Student Learning Standards for Social Studies (2020)
● 6.3.8.CivicsHR.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..
● 6.1.8.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.
● 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state and national level.
● 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.
● 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 Civics PR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
● 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.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.
● 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.
● 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.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 Civics PI.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.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).

Essential Questions:	Enduring Understandings:
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? - What is citizenship? - What are the essential attributes of a citizen? - How do the three branches of government function at the local and state level in New Jersey? - How well does federalism resolve the competing demands of limiting government power and the need for efficiency in government? - How do ideas become laws or rules at local, state and national levels? - How does federalism distribute government authority at the national, state, and local levels? - How does the government function in New Jersey and in your local community and school district? - How can citizens and civil society influence public policy? - How do individuals and institutions of civil society, such as interest groups, fraternal groups, business groups, etc. Influence public policy? - How have those without full political rights (women before 1920, minorities before the Civil Rights Movement) affected change?	- Political and civil institutions impact all aspects of people's lives. - Governments have different structures which impact development (expansion) and civic participation. - Civic participation and deliberation are the responsibility of every member of society. - 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. - The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. - Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic and cultural rights. - 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.

- How can I engage with others to improve my local, state, national and/or global community? - What kinds of issues are appropriate for government action, and at what level? - How can a group reach a consensus regarding a public policy issue? - How can I identify problems that are important to be addressed at the local, state, national and/or global level? - Are the proposed solutions constitutional according to either the U.S. or state constitutions? - What matters to me and why? - Do civil society and/or private initiatives have a role, or should the solution rely solely on government? - How can the Universal Declaration of Human Rights help us to identify important issues at the state, local or national level? - Why are issues involving climate change and the environment critical? - How do issues of economic justice involve human rights? - What are the challenges facing my democracy and my community and how can I help sustain it? - What are the skills necessary for influencing public policy? - What are the possible alternative solutions to the problem and which solution is the best? - How can the appropriate branch or agency of government with authority to address an important issue be identified? - Why are digital tools, research skills, media literacy skills and active listening skills important for civic participation? - Why is it important to consider several alternative solutions to an important issue? - How can the best solution to an important issue be selected?	- 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 an enormous impact on our lives. - Public policy includes the decisions, commitments and actions made by those who hold or affect government positions. - 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. - Lifelong citizen engagement and participation in the community is necessary for our democracy to continue. - Developing an action plan to have a public policy solution implemented by an appropriate governmental agency develops civic skills and positive civic attitudes.

● What might happen if citizens do not participate in democratic government at the local, state, or federal levels? ● What can individuals do to help ensure that the American experiment with democracy continues? ● How does civic participation help our democracy evolve? ● What are the benefits of civic participation in a democracy? ● How did technological innovations impact local and national communities? ● What impact does government incentives and disincentives have on the economy? ● How are conflicting points of view addressed in a democratic society?	● Economic decision making involves setting goals and identifying the resources available to achieve those goals.
Knowledge: *Students will know…* ● Citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good. ● Ideas are the basis for laws ● The relationship among the three branches of government. ● The relationship of the branches of government at the state and local level. ● Citizens can influence public policy. ● The challenges facing democracy. ● The impact of westward expansion. ● The skills needed to be an informed citizen. ● The benefit of civic engagement. ● The impact of technology on the local and national level. ● How the government influences the economy. ● How to address conflicting points of view in a democracy.	**Skills:** *Students will be able to…* ● Simulate legislative hearings, judicial proceedings, and elections to understand how conflict plays a role in a democracy. ● Determine how ideas become law ● 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. ● Analyze the role of political and civil organizations in shaping communities. ● Argue a public issue and develop a reasoned conclusion on the local and national level. ● Determine an inequity and develop solutions to resolve it. ● Analyze a public policy and take a position on this policy. ● Engage in a simulated vote. ● Analyze the impact of the Louisiana Purchase on the United States and the indigenous people. ● Analyze the impact technology had on local and national communities. ● Determine how the government can impact the economy.

	● Explain if the government should impact the economy.

<table>
<tr><td colspan="2" align="center">**VOCABULARY**</td></tr>
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VOCABULARY

Allegiance ● Citizenship ● Citizen ● Immigrant ● Legal Permanent Resident ● Naturalization ● Obligations ● Resident Alien ● Responsibilities

Appellate Court ● Civil suit ● County commissioners ● Defendant ● Municipality ● Ordinance ● Plaintiff ● School Board ● Trial Court

Civil Society ● Interest groups ● Public Policy

Duration ● Economic justice ● Feasibility ● Human rights ● Intensity ● Resources ● Scope

Action Plan ● Advocating ● Alternatives ● Bias ● Credibility ● Government agency ● Presentation ● Solutions

Benefits ● Civic engagement ● Civic skills ● Cohesiveness ● Participation ● Reflection

**8.2 Design Thinking- Grades 6-8**
	Interaction of Technology and Humans
	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
X	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
	Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.negative effects on society. Technology spurs new businesses and careers.
X	8.2.8.ITH.2: Compare how technologies have influenced society over time.
X	8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
X	8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

	Nature of Technology
	Technology advances through the processes of innovation and invention which relies upon the imaginative and inventive nature of people. Sometimes a technology developed for one purpose is adapted to serve other purposes. Engineers use a systematic process of creating or modifying technologies that is fueled and constrained by physical laws, cultural norms, and economic resources. Scientists use systematic investigation to understand the natural world.
X	8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.
	Effects of Technology on the Natural World
	Ethics & Culture
	Technological disparities have consequences for public health and prosperity.
X	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
X	8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

	9.2 CAREER AWARENESS, EXPLORATION, PREPARATION AND TRAINING - Grades 6-8
	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income
X	9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
X	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

	9.4 LIFE LITERACIES AND KEY SKILLS Grade 6-8
	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
X	9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

X	9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
X	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
X	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
X	**Information and Media Literacy**
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
X	9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
X	9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
	Sources of information are evaluated for accuracy and relevance when considering the use of information.
X	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
	There are ethical and unethical uses of information and media.
X	9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media.
X	9.4.8.IML.10: Examine the consequences of the use of media.
X	9.4.8.IML.11: Predict the personal and community impact of online and social media activities.
	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
X	9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
X	9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
X	9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

X	9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
	Technology Literacy
	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
X	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Making Connections to Careers
Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below: ● Actor - a professional in TV, movies, or the theater. ● Athlete - a person who plays a sport. ● Archeologist - person who studies human history and prehistory through the excavation of sites and the analysis of artifacts and other physical remains. ● Chef - a professional cook, especially in a restaurant or hotel. ● Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices. ● Dietician - a person who advises others on food and nutritional needs. ● Fashion Designer - a person who creates clothes, accessories, and shoes. ● Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court. ● Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws. ● Lawyer - a person who advises, counsels or advocates for others in the context of legal matters. ● Librarian - a person who works professionally in a library and gives access to information and resources. ● Musician - a person who makes music. ● Photographer - a person who makes photographs. ● Politician- an elected leader at the local, state, or national level. ● Teacher - a person who helps others acquire knowledge.

Interdisciplinary Connections
New Jersey Student Learning Standards for Science (2020) MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century. **New Jersey Student Learning Standards for English Language Arts (2016)**

- 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.
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Student Resources

Primary Source Readings
- DBQ Project - Is the American Jury System Still a Good Idea?
- DBQ Project - Should Americans Be Required to Vote?
- DBQ Project - Campaign Propaganda: Which Strategies Would You Use?
- DBQ Project - Should the Electoral College be Abolished?

Secondary Source Readings
- Newsela Articles: check resource library for new additions and updates

- ○ *Ireland votes strong "yes" to allow gay couples to marry -* https://newsela.com/read/ireland-gaymarriage/id/10126/
- ○ *Driving with Fido: Legal in most states, controversial in all -* https://newsela.com/read/elem-driving-with-fido/id/39202/
- ○ *Who formally declares the winner of the U.S. presidential election? -* https://newsela.com/read/lib-who-declares-winner-us-presidential-election/id/2001015345/?collection_id=2000000398
- ○ *Westward Expansion: The Louisiana Purchase -* https://newsela.com/read/lib-ushistory-louisiana-purchase/id/26820/
- ○ *Whose vision of America won out, Hamilton's or Jefferson's? -* https://newsela.com/read/lib-hamilton-jefferson-federal-bank/id/52850/?collection_id=2000000398
- ○ *Some states yell "cut" on tax credits that try to lure film producers -* https://newsela.com/read/filmtax-creditcut/id/10010/

- ● Achieve3000 *check Achieve 3000 resource library for new additions and updates* PDFs can be found here: https://drive.google.com/drive/folders/1Ha6J_G6mEioPOvgJoYkVbsDuFxK0zwqd?usp=sharing
  - ○ *To Capitol Hill!*
  - ○ *Political Parties in the U.S.*
  - ○ *Being a Good Citizen*
  - ○ *Local Governments*
  - ○ *State Governments*
  - ○ *From a Bill to a Law*
  - ○ *How To Change the Constitution*
  - ○ *Should the Voting Age Be Lowered?*
  - ○ *The Gun Debate*
  - ○ *Widening the Web*
  - ○ *Is It Time To Raise Pay?*
  - ○ *Use Your Voice*
  - ○ *Which Law To Follow?*

Teacher Resources

Google Folders contain various resources aligned to various topics.
https://drive.google.com/drive/folders/1whAOu-uh59SFJyCfs-GH26J8IC7rfhg3?usp=sharing

SEL in Middle School Social Studies Instruction
https://drive.google.com/file/d/1IZBiRSPlKswkQ4-Fj2X0PgOaDiDUCVvP/view?usp=sharing

Rutgers Curriculum Guide for Middle School Civics
https://civiced.rutgers.edu/documents/civics/middle-school-civics/117-curriculum-guide-for-middle-school-civics

Topic 1 - Rights and Responsibilities of Citizenship

What is citizenship? Who is a Citizen? What is Naturalization? What rights and obligations do citizens have?
https://drive.google.com/drive/folders/1YsU9gaGXxJwqbGO-ftJAPakQ8rYeVP48?usp=sharing

iCivics: Citizen me Students create a graphic organizer that diagrams citizen rights and responsibilities at different levels of citizenship--home, school, city, state, and nation. They also learn the sources of their rights and responsibilities at each level.

NJ Center for Civic Education: What is Citizenship? Who is a Citizen?
https://drive.google.com/file/d/17R-w9j2poKhQ3VqWF_GpbLpAMlNlQwcC/view?usp=sharing

How does an immigrant become a citizen?

U.S. Citizenship and Immigration Services: Citizenship and Naturalization in the U.S.
https://www.uscis.gov/citizenship/learn-about-citizenship/citizenship-and-naturalization

National Archives:
Analyzing Einstein's Citizenship Application
https://docsteach.org/activities/teacher/analyzing-einsteins-citizenship-application

Exploring America's Diversity: Luther Powell
https://docsteach.org/activities/teacher/exploring-americas-diversity-luther-powell-intermediate

Analyzing Rick Rescorla's Petition for Naturalization
https://docsteach.org/activities/teacher/analyzing-rick-rescorlas-petition-for-naturalization

Topic 2 - Local and State Government

What is your local government and how can you interact with it?
Municipalities: League of Municipalities:
https://www.njlm.org/644/Forms-of-Municipal-Government---New-Jersey

Local Government in New Jersey
Public schools are led by local boards of education: non-paid school board members elected by the community, except for 14 school districts where they are appointed by the municipal government. The local boards of education adopt policies under which the school district operates; oversee the budget; approve the curriculum; hire and evaluate the superintendent; represent the public during contract negotiations; and serve as a communications link between the community and the school system.

The New Jersey School Boards Association is a statewide organization that supports the efforts of local school boards. https://www.njsba.org/services/

County Government provides many services, including parks and social services, based in the 21 counties, led by county commissioners. https://nj.gov/nj/gov/county/localgov.html

State Government:
NJ Center for Civic Education: New Jersey's Powerful Governor
https://civiced.rutgers.edu/documents/nj-lessons/for-grades-6-8/24-new-jersey-s-powerful-governor/file
NJ Center for Civic Education: New Jersey Legislature
https://civiced.rutgers.edu/documents/nj-lessons/for-grades-6-8/23-new-jersey-s-legislature/file
NJ Center for Civic Education: New Jersey Judiciary
https://civiced.rutgers.edu/documents/nj-lessons/for-grades-6-8/25-new-jersey-s-judiciary/file
NJ State House Tour https://njstatehousetours.org/tour/ and teacher resources
https://njstatehousetours.org/tour/index.php/resources/

State House Express - The Eagleton Institute of Politics offers funding for NJ State House tours by classes. https://cypp.rutgers.edu/for-educators/state-house-express/

iCivics: Court Quest game
Unit 4 Topic 2 Local and State Government
https://drive.google.com/drive/folders/1x2rpEqN3GEvV1J_dDbBTf7OejtdvkjGU?usp=sharing (Resource page to support English Language Learners can be found in this folder.)
https://www.icivics.org/node/853/resource?emci=3c2f8580-3c48-ec11-9820-c896653b26c8&emdi=c7d6315c-9948-ec11-9820-c896653b26c8&ceid=22883228 has students navigate the differences between the state and federal court systems and identify the types and levels of courts within each system.

Topic 3 - Public Society and Civil Society

What is public policy? What is civil society? How do individuals and institutions of civil society, such as interest groups, fraternal groups, business groups, etc. influence public policy?
NJ Center for Civic Education: What is public policy?
https://drive.google.com/file/d/1dAr_2Bk3_6PY04xU_UP80HjuqygdrtN3/view?usp=sharing
Gettingsmart: Strategies for teaching public policy
https://www.gettingsmart.com/2016/12/08/6-strategies-for-teaching-public-policy/

Topic 4 - Citizen Action - Identifying a Problem or an Issue

Identifying important issues to be addressed at the local, state, national and/or global level

NJ Center for Civic Education: Identifying Community Issues
https://drive.google.com/file/d/14AhtOp9kV9Rn2Evuu52I5C2MUQC7zsun/view?usp=sharing

Newseum: Identifying community issues
https://newseumed.org/tools/lesson-plan/civil-rights-identifying-community-issues

Project Citizen
https://drive.google.com/drive/folders/1QOJ5RwAwCBN2kcCgi2JSmmt4yTUtd25H?usp=sharing

Generation Citizen https://generationcitizen.org/our-programs/our-curriculum/

Youth-Led Participatory Action Research http://yparhub.berkeley.edu/

Why are issues involving human rights important? How do issues of economic justice involve human rights?
Human Rights Educators USA: Service Learning for Human Rights Education
https://hreusa.org/hre-guide/service-learning

Why are issues involving climate change and the environment critical?
NJ Dept. of Education: NJ Climate Change Education Resources
https://www.nj.gov/education/standards/climate/
Agency for Toxic Substances and Disease Registry: Identifying risks
https://www.atsdr.cdc.gov/notrespassing/identifying_risks_lesson_plan.html

Topic 5 - Citizen Action - Developing and Proposing a Solution
How can we identify the appropriate branch or agency of government with authority to address the issue that has been selected?

NJ Center for Civic Education: Selecting an Issue
https://drive.google.com/file/d/14AhtOp9kV9Rn2Evuu52I5C2MUQC7zsun/view?usp=sharing

How are digital tools, research skills, media literacy skills and active listening skills used for civic participation? How can I assess the credibility of online or printed information? How can I determine whether a source is biased?

NJ Center for Civic Education: Media Literacy
https://civiced.rutgers.edu/resources/media-literacy
○ **NJ Center for Civic Education: Suggested Practices--Active Listening/Civil Discourse**
https://civiced.rutgers.edu/resources/suggested-practices

Why should I carefully consider several alternative solutions? How can I determine what is the best solution to the problem that I have identified?

NJ Center for Civic Education: Selecting the best solution
https://civiced.rutgers.edu/documents/programs/project-citizen/80-selecting-the-best-solution-for-a-public-policy

iCivics: Identifying local solutions
https://drive.google.com/drive/folders/1O-w3AHMLa9Tbdo6FNa-45axZqbUbWZb7?usp=sharing

How can I initiate change? What is an action plan?
NJ Center for Civic Education: How can individuals and groups bring their concerns to public policymakers?
https://drive.google.com/file/d/1uIB7PsoomL56MXK-OPDOPZplupkEIYLV/view?usp=sharing

How can I develop an effective written and/or oral presentation advocating our solution? Argument Writing
https://drive.google.com/file/d/1wVXqquNg0fHQi0ReqmqXBb-t-XtVEndW/view?usp=sharing

iCivics: Local Solutions Civic Action Plan
https://drive.google.com/drive/folders/1O-w3AHMLa9Tbdo6FNa-45axZqbUbWZb7?usp=sharing

NJ Center for Civic Education: Presenting your class plan
https://drive.google.com/file/d/1tvCMgKUIfdCpVPlc7UnQ7OyCIuFyNyqz/view?usp=sharing

Topic 6 - Civic Participation and Democracy
Reflecting on doing the public policy project
NJ Center for Civic Education: Student Reflections

What are the benefits to individuals of participating in the civic life of our country?
NJ Center for Civic Education: Why should individuals participate in civic life?

What can individuals do to help ensure that the American experiment with democracy continues?
How does civic participation help our democracy evolve?
What are the benefits of civic participation in a democracy? ○

The New York Times video: The Power to Change the World

https://www.nytimes.com/2018/03/07/learning/lesson-plans/the-power-to-change-the-world-a-teaching-unit-on-student-activism-in-history-and-today.html

Center for Civic Education video: Project Citizen International Documentary "The World We Want" https://www.civiced.org/civitas/videos

Supplemental Workbooks:
- The DBQ Project
- Kids Discover

Technology
Websites:
- www.juniorscholastic.com
- www.history.com
- https://www.pbs.org
- https://ny.pbslearningmedia.org
- www.smithsonian.com
- www.nationalgeographic.com
- https://ed.ted.com
- www.Icivics.org
- Interactive Constitution: Classroom Learning Materials
- https://www.youtube.com/user/crashcourse/featured

Videos:
- Civil Rights & Liberties: Crash Course Government #23
- Constitutional Compromises: Crash Course Government and Politics #5
- Federalism: Crash Course Government and Politics #4
- Monetary and Fiscal Policy: Crash Course Government and Politics #48
- Gerrymandering: Crash Course Government and Politics #37
- Political Parties: Crash Course Government and Politics #40
- How a Bill Becomes a Law: Crash Course Government and Politics #9
- Imports, Exports, and Exchange Rates: Crash Course Economics #15

Additional Teacher Resources:

Project Citizen https://civiced.rutgers.edu/programs/project-citizen

- **https://civiced.rutgers.edu/nj-lessons**
- **https://civiced.rutgers.edu/civics/middle-school-civics**
- **https://civiced.rutgers.edu/documents/civics/middle-school-civics/117-curriculum-guide-for-middle-school-civics**

Stage 2 – Assessment Evidence
Consider all assessments: pre-assessments, diagnostic, formative assessments, benchmark assessments, summative, mid-terms, finals, state assessments

Pre-Assessments:
- Surveys
- SGO Pre-Test in Linkit (to be found on shared folder):
  - https://drive.google.com/drive/folders/1whAOu-uh59SFJyCfs-GH26J8IC7rfhg3?usp=sharing
- Writing Sample

Formative Assessments:
- Do Now and Closure Activities
- Group Work
- Class Discussions
- Primary Source Analysis
- Tiered Assignments

Summative Assessments:
- Tests / Quizzes (to be found on shared folder)
  https://drive.google.com/drive/folders/1whAOu-uh59SFJyCfs-GH26J8IC7rfhg3
  - Government Roles and Responsibility
  - Citizenship
  - How Laws are create
- Essays

Performance Task(s):
- DBQ work
- Project Citizen, Generation Citizen, YPAR or other citizen action activity (Digital Portfolio)

Stage 3 – Learning Plan

- Students will distinguish the powers and responsibilities of varying groups, using Constitutional Conversation.
- Students will compare the similarities and differences of ideas becoming law at the local, state, and national level using How Laws are Made, How a Bill Becomes Law, How a Bill Becomes Law in New Jersey.
- Using various articles from A Starting Point students will be able to analyze articles on public issues through a bipartisan channel of communication and connectivity between Americans and their elected officials with the goal of creating a more informed electorate.
- Using a specific topic, students are to research and take a position on a public policy. (Some topics can include, but not limited to: Should the US get rid of cash, Should voting be mandatory, Should we get rid of the Electoral College…) Many topics for these positions can be found on Junior Scholastic: Debate.
- Students will examine the impact of gerrymandering and determine if the practice is beneficial or detrimental to the citizens of the United States, using Gerrymandering: Crash Course Government and Politics #37.

- Students will be able to participate in simulated voting either through local, state, or national elections. Additionally, students can vote on issues that can help to impact the classroom (i.e. class rules, group rules, bathroom procedures…).
- Students will examine the history of banking and determine if banks were beneficial or detrimental to people, using The Origin of Banking.
- Students will analyze if the Hamilton approach to banking was beneficial to the early colonists, using Hamilton's Bank.
- Students will analyze the process of the Louisiana Purchase and its impact on the United States using The Louisiana Purchase and US Westward Expansion.
- Students will determine the impact of the Industrial Revolution on the United States, using Industrial Revolution: Uncovering America, and The Industrial Revolution in the United States.
- Students are to analyze the impact of technology on transportation and the government's influence in its development (Transportation Revolution: Roads, Canals, and Roadways).
- Students will determine the best action for the United States to address the issue of healthcare (U.S. Healthcare Crisis).
- Students will determine the impact of government incentives and disincentives on the economy (The History of Tariffs in the United States).

In order to appreciate the impact of public policy on their lives, especially at the state and local level, students need opportunities to practice the research, problem-solving, and presentation skills they will need as adults to participate in their communities. There are a variety of programs available to help with this: Project Citizen, Generation Citizen, and Youth-Led Participatory Action Research from Rutgers University. Possible projects provide opportunities for interdisciplinary learning, as they often focus on environmental or other science-based issues and utilize ELA skills in writing, research, and presentation. These projects may conclude in simulated public hearings in the classroom, or as some have done in the past, actual advocacy before a local government body that led to community improvements.

Pacing Guide

Unit	New Jersey Student Learning Standards for Social Studies 2020	Number of Days
America's Foundational Ideas	6.3.8.CivicsHR.1 6.3.8.CivicsPI.1 6.3.8.CivicsPR.1 6.3.8.CivicsPR.5 6.1.8.HistoryUP.3.a 6.1.8.CivicsDP.3.a:	Approximately One Marking Period-45 Days
Foundational Documents	6.1.8.HistoryUP.3.a 6.1.8.HistoryCC.3.d 6.1.8.Civics.PD.3.a 6.3.8.CivicsPR.5 6.1.8.CivicsPI.3.a 6.1.8.CivicsPI.3.d 6.3.8.CivicsPI.2 6.18 HistoryCC3.b	Approximately One Marking Period-45 Days
The Constitution, American Ideals and the American Experience	6.1.8.CivicsPI.3.a 6.1.8.CivicsPI.3.b 6.3.8.CivicsPR.2 6.1.8.CivicsHR.3.a 6.1.8.CivicsHR.3.b 6.1.8.CivicsHR.3.c 6.1.8.CivicsDP.3.a 6.3.8.CivicsDP.3 6.3.8.CivicsPR.2 6.3.8.CivicsPR.3 6.3.8.CivicsPR.5 6.1.8.CivicsDP.4.a 6.1.8.CivicsHR.4.a 6.1.8.HistoryUP.5.a	Approximately One Marking Period-45 Days
The Role of the Citizen in a Democratic Society	6.3.8.CivicsHR.1 6.3.8.CivicsPI.1 6.3.8.CivicsPR.1 6.1.8.CivicsPI.3.c 6.3.8.CivicsPR.7 6.3.8 Civics PI.3 6.3.8.CivicsPI.4 6.3.8.CivicsPD.1	Approximately One Marking Period-45 Days

	6.3.8.CivicsPD.2 6.3.8.CivicsDP.1 6.3.8.CivicsPR.4 6.3.8.CivicsPR.6 6.3.8.CivicsPD.3 6.3.8.CivicsPR.5 6.3.8 CivicsPR.3	

NEPTUNE TOWNSHIP SCHOOL DISTRICT
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