

Stratford Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
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Course Title: Civics
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Unit Essential Questions:	Unit Enduring Understandings:
How did the idea of natural human rights impact the Constitution?	Government exists to maintain order, resolve conflicts, and take care of the community's needs.
How is the social contract part of personal and public life?	The social contract is an agreement that we will not harm each other. It factors into everyday decisions and challenges us to limit our impulses, so that we can balance what we want with the impact our actions might have on another's well-being.
What is the role of the government in enforcing the social contract?	Citizens in the US have the right to think freely and make their own choices. They are also responsible to have mutual regard for each other and to be an active part of their government.
Why does the government exist?	Rules are standards of behavior that are set by a family, school, or other organization. Breaking a rule has a consequence within the group that set the rule.
What are a citizen's rights and responsibilities?	Laws are created and enforced by the government. The consequences for breaking a law, might include going to jail, community service, a fine or a warning.
What is the difference between rules and laws?	Stratford utilizes the Borough form of municipal government. There is a Mayor and a Borough Council. Although they work together the Borough system gives most of the power to the Council.
How is the Constitution the foundation of our government?	Local school boards in Nj exist to oversee spending, compliance, and the general well-being of the district.
Who has power in Stratford's government?	NJ school policies are determined by state regulation on public education.
What is the purpose and responsibility of the Stratford School Board?	The US government has three branches that connect and monitor each other. No one branch can make decisions or pass laws on its own.
How are NJ education policies determined?	The Constitution contains a careful description of the way our government works and the powers and limitations of the three branches. It also contains the rights and responsibilities we have as citizens. It was written to grow and change with our country without losing the basic idea of freedom and responsibility.
How is the US government set up to make sure no one group or person has all the power?	
Why did the framers of the Constitution have to compromise certain ideas and plans in order to get it ratified?	
How are civil rights impacted by legislation?	
Why is American citizenship complex and demanding of education and focus?	
How are facts and factoids different?	
How are data and statistics connected?	

<p>When relying on statistical data, what should be verified?</p> <p>Why should primary sources be examined along with secondary ones?</p> <p>How can knowledge of the political process impact our response to climate change?</p> <p>How does the government determine who belongs to a protected class?</p> <p>Why do protected classes need protection?</p> <p>How are state laws different from federal ones?</p>	<p>Civil liberties are the basic freedoms established by the Constitution that protect citizens from tyranny. Civil Rights are legislated or court determined protections for those at risk of being denied those liberties based on personal characteristics.</p> <p>In order to get enough support to ratify the Constitution, certain concerns had to be addressed. The idea and protection of individual rights had to be delineated by the Bill of Rights in order to satisfy those who feared the federal government would have unlimited power over the individual. States had to be guaranteed equal representation. Because representation in Congress was to be based on population, it was agreed that every 5 slaves counted as 3 people. To address the issues of commerce, the Southern states demanded some protections from tariffs. The slave owning states would not ratify the Constitution if slavery was abolished, as the North wanted. The compromise was to abolish slave trade in 1808 and to oblige Northern states to return fugitive slaves.</p> <p>American citizenship is a responsibility that involves understanding how our government works, participating in the election process, and using voice to protest when necessary.</p> <p>A fact is a piece of information that can be proven true or false and is not interpreted. A factoid is an assumption or speculation that is repeated so often and so quickly that it becomes</p> <p>Data are individual facts that when recorded are used to analyze a particular situation.</p> <p>Statistics are the interpretation of data analysis, mostly presented in the form of graphs, tables, or charts. Sometimes the final product is referred to as 'statistical data'. accepted as fact.</p> <p>Information used in statistical data should be verified for veracity and scope.</p> <p>Secondary sources often blur the accuracy of primary ones.</p> <p>In order to get enough support to ratify the Constitution, certain concerns had to be addressed. The idea and protection of individual rights had to be delineated by the Bill of Rights in order to satisfy those who feared the federal government would have unlimited power over the individual. States had to be guaranteed equal representation. Because representation in Congress was to be based on population, it was agreed that every 5 slaves counted as 3 people. To address the issues of commerce, the</p>
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	<p>Southern states demanded some protections from tariffs. The slave owning states would not ratify the Constitution if slavery was abolished, as the North wanted. The compromise was to abolish slave trade in 1808 and to oblige Northern states to return fugitive slaves.</p> <p>American citizenship is a responsibility that involves understanding how our government works, participating in the election process, and using voice to protest when necessary.</p> <p>Informed political action can impact how climate change is addressed.</p> <p>Protected classes are groups of people who are vulnerable to discrimination based on traits like race, gender, age, disability, or veteran status.</p> <p>Federal laws apply to everyone in the United States. State and local laws apply to people who live or work in a particular state, commonwealth, territory, county, city, municipality, town, township, or village.</p>
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<p>Benchmarks and Assessments:</p> <p>Formative:</p> <p>Lesson Follow-Ups</p> <p>Topical Projects</p> <p>Guided Reading</p> <p>Role Playing</p> <p>Daily Logs</p> <p>Socratic Discussion</p> <p>Summative:</p> <p>Content Tests</p> <p>Vocabulary Definitions</p> <p>Rubric Based Tasks</p> <p>Précis of primary documents and multi-media excerpts</p> <p>Articulation of the connections between the foundational concepts of our government and the documents that codify them.</p> <p>Analysis of the ways in which historical events are tied to the way our government presently operates and our civic responsibility.</p> <p>Analysis of the efficacy of the structure of the American government.</p> <p>Articulation of the structure and roles within Stratford's Borough government</p>	<p>Unit Student Learning Overview:</p> <p>Close reading of maps and select primary documents.</p> <p>Engagement during focus lessons, guided reading, and discussion</p> <p>Capacity to locate and use information. in order to answer the essential questions.</p> <p>Capacity to utilize online tools responsibly.</p> <p>Capacity to apply understanding of civics concepts to real world circumstances and citizenship responsibilities.</p> <p>Capacity to closely read and analyze foundational documents.</p> <p>Analyze how events are related over time.</p> <p>Use critical thinking skills to interpret events, recognize bias, point of view, and context.</p> <p>Assess the credibility of primary and secondary sources.</p>
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<p>and Stratford School District's Board of Education.</p> <p>In depth study of one Supreme Court Case and Ruling,</p> <p>Analysis of the connection between the Constitution, civic rights, and civic responsibility.</p>	
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<p>Delineation of the way a school district is answerable to the local, state, and federal guidelines.</p>	<p>Analyze data in order to see persons and events in context and to validate political opinions and claims.</p> <p>Examine current issues, events, or themes in order to relate them to past events.</p> <p>Compare and contrast competing interpretations of current and historical events.</p> <p>Interpret events considering continuity and change, the role of chance, oversight, and error, and changing interpretations by historians.</p> <p>Summarize information in written, graphic, and oral formats.</p>
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<p>Content Statements and Rationale:</p> <p>The fundamental values of United States democracy are found in the Constitution and the Declaration of Independence. Students on this level are ready to think about rules as they manifest in their families and communities. This sets the stage for understanding laws, civic responsibilities, and how they impact the past, present, and future of our personal and public lives.</p>	<p>NJSLS:</p> <p>6.1.8. CivicsPI.3a-d 6.1.8.CivicsPD.3a 6.18.CivicsDP.3.a 6.1.8.CivicsHR.3.a 6.2.8.CivicsPL.4.a 6.2.8.CivicsDP.4.a 6.3.8.CivicsPI.1-4 6.3.8.CivicsPD.1-3 6.3.8.CivicsDP.1-3 6.3.8.CivicsPR.1-8</p> <p>English Language Arts Anchor Standards:</p> <p>RH 6.8 1-10 W 1-10</p> <p>Career Readiness, Life Literacies and Key Skills:</p> <p>9.1.8FP.2,4 9.4.8.CI.3 9.4.DC.1-6 9.4.8.GCA.1-2 9.4.8.IML All 9.4.8.TL.3</p>
<p>Key Terms (Essential Vocabulary):</p> <p>Action Plan Activism Advocacy Affirmative Action Alien and Sedition Acts Allegiance Amendment Appellate Court</p>	

Articles of Confederation

Assembly

Assumption

Bias

Bicameral

Bill of Rights

Borough

Cabinet

Censorship

Checks and Balances

Citizenship

Civics

Civic Engagement

Civil Liberties

Civil Rights

Civil Rights Movement

Civil Suit

Climate Change

Common Good

Compromise

Confirmation Bias

Conflict

Congress

Consent of the Governed

Consequence

Constitution

Controversy

County Commissioners

Credibility

Data

Data Analysis

Defendant

Delegated Powers

Democracy

Dissenting Opinion

Distracting News

Domestic Tranquility

Due Process

Economic Justice

Election

Electoral College

Electors

Equality

Equity

Establishment Clause

Executive

Fabrication News

Factoids

Fact

Feasibility

Federal Court

Federalism

Franchise

Free Exercise Clause

Freedom

General Welfare
Government
Government Agency
Habeas Corpus
Hidden Agenda
House of Representatives
Human Rights
Ideals
Ideology
Immigration
Impeachment
Inalienable
Interpretation
Jim Crow
Judicial
Judicial Opinion
Judicial Review
Jury
Justice
Justices
Law
Legal Permanent Resident
Legislative
Libel
Liberty
Limited Government
Litigation
Local Court
Magna Carta
Majority
Media
Mediation
Military Court
Minority
Monarchy
Municipality
Naturalization
Negotiation
Obligations
Oligarchy
Ordinance
Patriot Act of 2001
Perspective
Petition
Plaintiff
Polls
Popular Sovereignty
Posterity
Press
Pride
Primary Sources
Privacy
Property Rights
Protected Class
Protest

Public Policy
Ratification
Redlining
Reform
Religious Tolerance
Representative
Republic
Resident Alien
Resources
Respect
Responsibilities
Right to Vote
Rules
Rule of Law
School Board
Scope
Secondary Sources
Segregation
Senate
Separation of Powers
Separation of Church and State
Slander
Social Contract
Social Media
Sources
Speech
States Rights
Statistics
Statistical Analysis
Suffrage
Supremacy Clause
Supreme Court
The Enlightenment
Trial Court
Two-thirds Majority
Tyranny
Underlying Interests
Union
Validation
Veto
Voting Rights

<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEPs that warrant it, will be placed in classes with additional instructional support, delivered in a co-teaching model. All classroom teachers will read and follow plans within an IEP. Students with 504s will receive the support those documents dictate. Provide sentence starters and cues for written assignments. Directed</p>	<p>Suggested Timeline:</p> <p>18 weeks (Two Marking Periods)</p>
<p>reading, especially asking students to identify the key words/ideas.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking. Focus on universal concepts (ie justice, rights, responsibility, rule of law)</p> <p>Gifted Learners – Deeper investigations of content and primary documents; projects that require critical thinking, problem solving, close reading tasks; lead roles during some types of Socratic Seminars. Independent Study</p> <p>Mainstream Learners – Formative and Summative assessments; close reading and participation in Socratic Seminar.</p> <p>Leveling for all learners may be based on reading comprehension level, language acquisition and standards mastery.</p> <p>Visual, Auditory, Kinesthetic learning styles will be honored as needed and possible, with attention paid to helping each student to develop strategies for success with all types.</p> <p>Multiple Intelligences will be identified and utilized to optimize learning.</p>	

Resources:

Internet Resources including the guidance from the Rutgers Center for Civic Responsibility:

[Middle School Civics](#)

HMH Civic Textbooks, Books and Maps

Primary Documents

Art, Music, Multi Media Clips and MP3s

[Grades 6-8 Resources - NH Civics](#)

[20 Engaging Civil Rights Activities for Middle School Students - Teaching Expertise](#)

[Grades 6-8 Resources - NH Civics](#)

[Social Studies Differentiated Instruction](#)

[NYT Learning Network Social Studies](#)

[American Panorama](#)

[Civil Rights Data Collection](#)

[Exploring Our Democracy: Books & Resources for Kids & Teens | The New York Public Library](#)

[Differentiation for Middle School Social Studies](#)

[TEACHER VOICE: Finding civility in an eighth-grade civics classroom](#)

Suggested Activities for Inclusion in Lesson Planning

Interdisciplinary Connections are identified with and I, followed by the related content area(s):

Class Discussion, Guided Reading Focus Lessons, and Literature Circles

Close reading

Use of maps to analyze the role of geography in the varying government philosophies.

Development and expression (either in writing or through multimedia presentation software) of an opinion supporting or refuting the significance of laws.

Critique school rules and share ideas or suggestions with administration.

Craft and present an argument concerning the idea that the Civil War began with the ratification of the Constitution

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Attend a Stratford School Board Meeting

Interview a School Board member or the Superintendent about the structure, purpose, and accomplishments of the Stratfor School Board.

Interview the superintendent about the responsibilities of the central office.

Write an opinion piece supporting or refuting the statement that the Founding Fathers did a good job of setting up a system that would grow with the country.

Collect data on a particular subject, then use it to “prove” opposing conclusions.

Research and analyze a controversial political issue, specifically looking for discrepancies between primary and secondary resources.

Trace and analyze the efficacy of Civil Rights legislation and court decisions.

Interview the superintendent about the annual Civil Rights Data Collection Submission.

Identify and evaluate legislation and court cases designed to stem global warming.

Trace and analyze the history of voting rights.

Choose a protected class to trace the history of the protections put in place by the government.

Choose a campaign issue to evaluate by finding opposing viewpoints, statistics, and polls.

Research and analyze the impact of redlining.

Compare and contrast the state laws of two states.

Read one NJ education policy to determine how closely it adheres to the regulations attached.