

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION



Civics: Understanding Our Developing Roles

|                    |                 |
|--------------------|-----------------|
| Length of Course:  | Term            |
| Elective/Required: | Required        |
| Schools:           | Middle Schools  |
| Eligibility:       | Grade 8         |
| Credit Value:      | 5 Credits       |
| Date Approved:     | August 23, 2022 |

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**Modifications will be made to accommodate IEP mandates for classified students**

### **Our Vision**

The Edison Township Middle School Social Studies Department is passionate about supporting students as they develop into engaged, empathetic, and creative thinkers who are prepared to take an active role in our global society by facilitating the development of thematic and conceptual understandings through thoughtful analysis of significant geographic, political, cultural, and economic developments of the past, as well as recognizing how the impacts of each continue to affect us today.

### **Our Mission**

- To assist our diverse student population in seeing the world from multiple perspectives, while cultivating their own personal views and understanding of their impact on/place in their local and larger communities
- To foster knowledge of the [New Jersey Student Learning Standards for Social Studies \(2020\)](#), which connect to the geographic, political, cultural, and economic developments across our world throughout history
- To nurture the development of the literacy skills necessary to become thoughtful, engaged, and civic-minded members of society through the incorporation of the companion [NJ-SLS ELA standards for reading, writing](#), and [speaking/listening](#) in history, as well as the 2020 NJ-SLS for [Career Readiness, Life Literacies, and Key Skills](#) - including [Financial Literacy](#) and Digital Citizenship
- To employ the different tools and techniques necessary for critical thought, analysis, and self-expression

In working towards the above, the curriculum includes the recently adopted New Jersey Student Learning Standards for Social Studies with a focus on learning through inquiry and the New Jersey Department of Education mandates such as [Holocaust/Genocide](#), [Amistad](#), and [LGBTQ/Disabilities](#).

Our 8th grade students will explore what civics means and the role they play in a democratic society. Building on the knowledge of our founding principles, students will come to understand the role of “*We, the People*” in our government process and avenues through which individuals can affect change. In addition, 8th grade students will develop their financial literacy skills through a marking period study that explores the following areas from the NJ-SLS standards: Civic Financial Literacy, Credit and Debt Management, Credit Profile, Economic and Government Influences, Financial Institutions, Financial Psychology, Planning and Budgeting, and Risk Management and Insurance. Throughout their studies, students will build connections and hone their own perspective by learning about the role of our government and its citizens in ensuring the success of our democracy. Course material will be accessed through utilizing the essential skills which are the root of social studies: historical thinking, critical analysis of a variety of multimedia sources -both primary and secondary, research, identifying valid resources, generating claims, supporting claims with sound evidence and reasoning, written expression, collaboration, and the appropriate utilization of available technology resources. This course will give students the opportunity to apply what they learn about the past and the skills they acquire to contemporary issues and events.

#### This guide was revised by:

Angela Smith, Thomas Jefferson Middle School

Michele Wenzel, Herbert Hoover Middle School

Skyeler Sudia, John Adams Middle School

Christina Hughes, Staff Development (Instructional Strategies and Related Support)

Completed under the supervision of: Shannon Marasco, Middle School Social Studies Supervisor

**Pacing Guide**

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|---|--|
| <p><b><u>Quarter 1</u></b></p> <p><b><u>Unit 1: Origins of Government</u></b><br/>                 Section 1: Purpose and Forms of Government<br/>                 Section 2: Voting and Elections<br/>                 Section 3: Making Informed Decisions: Political Parties, Interest Groups, and Media Literacy<br/>                 Section 4: Historical Beginnings of the American Government</p> <p><b><u>Quarter 2</u></b></p> <p><b><u>Unit 2: The U.S. Constitution</u></b><br/>                 Section 1: Creating a Government: The Constitutional Convention<br/>                 Section 2: Articles, Goals and Principles of the Constitution</p> <p><b><u>Unit 3: Branches of Government</u></b><br/>                 Section 1: The Legislative Branch and Congress<br/>                 Section 2: The Executive Branch and the Presidency<br/>                 Section 3: The Judicial Branch<br/>                 Section 4: Checks and Balances</p> | <p><b><u>Quarter 3</u></b></p> <p><b><u>Unit 4: The Bill of Rights, Civil Rights and Civil Liberties</u></b><br/>                 Section 1: The Bill of Rights<br/>                 Section 2: Extending Equal Protection Under the Law</p> <p><b><u>Unit 5: Active Citizenship</u></b><br/>                 Section 1: Citizens' Rights and Responsibilities<br/>                 Section 2: State Government<br/>                 Section 3: Local Government<br/>                 Section 4: Citizenship in Action</p> <p><b><u>Quarter 4</u></b></p> <p><b><u>Unit 6: Financial Health</u></b><br/>                 Section 1: Financial Psychology<br/>                 Section 2: Civic Financial Responsibility</p> <p><b><u>Unit 7: Financial Landscape</u></b><br/>                 Section 1: Financial Institutions<br/>                 Section 2: Economic and Government Influence</p> <p><b><u>Unit 8: Money Management</u></b><br/>                 Section 1: Planning and Budgeting<br/>                 Section 2: Credit Profile<br/>                 Section 3: Credit and Debt Management<br/>                 Section 4: Risk Management and Insurance</p> |
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**Unit 1.1: Purpose and Forms of Government**

**Essential Questions:**

- Why do human societies form governments?
- How does the Preamble of the Constitution define the role of government?
- How do different forms of government distribute power?
- How “democratic” are democratic governments?

**NJ Student Learning Standards:**

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes the government should serve.

6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.3.8.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.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills
- Diversity, Equity, and Inclusion

**Enduring Understandings:**

Students will be able to describe the purposes of government, evaluate why governments are formed, and compare and contrast characteristics, advantages, and disadvantages of authoritarian vs. democratic governments and how power is shared among the people vs. how power is shared geographically among various forms of government.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

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| <b>NJSLS Performance Expectations</b>               | <b>Instructional Actions</b>   |  |   |
| <b>Objectives</b><br><i>What students will know</i> | <b>Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections</b> | <a href="#">NJSLS ELA Companion Standards</a><br>(including <a href="#">speaking/listening</a> ) | <b>Suggested Formative and Summative Assessment (Checkpoints)</b> |

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| <p>Describe the purposes of government as stated in the Preamble to the U.S. Constitution.</p> <p>Define various forms of government.</p> <p>Compare and contrast the characteristics, advantages and disadvantages of authoritarian v. democratic governments.</p> <p>Compare and contrast how power is shared between the leader and the people in different forms of government.</p> <p>Compare and contrast Greek and Roman contributions to modern democratic governments and the U.S. government.</p> | <p>Discovery Tech Book- Civics and Government- Chapter 1.2: Purpose and Forms of Government</p> <p>Discovery Tech Book- Civics and Government- Chapter 1.3: Principles of American Government</p> <p>www.icivics.org- Foundations of Government Curriculum Unit; America's Founding Preambles DB Quest</p> <p>Teaching Democracy: What was the purpose of the Preamble? Lesson Plan</p> <p>Casemaker Challenges: What is democracy?</p> <p>Is Democracy at Risk? A Lesson Plan for U.S. and Global History Classes</p> <p>What did democracy really mean in Athens? Video Clip</p> <p>Civics 101: A Podcast- Episode 37: Autocracies &amp; Oligarchies &amp; Democracies: Oh My!</p> <p>Nearpod- iCivics Foundations of Government Bundle; related activities and video clips</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b></p> <p>Diagnostic pre/post- assessments</p> <p>Whole/Small Group Discussions</p> <p>Polls</p> <p>Teacher observations/anecdotal records</p> <p>Teacher/student conferencing &amp; feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p><b>Summative Assessments:</b></p> <p>Quizzes/Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p> |
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**Unit 1.2: Voting and Elections****Essential Questions:**

Why is the right to vote critical in a democratic-republic?

What are the requirements for voting in New Jersey?

What are the responsibilities of elected representatives?

Does the majority rule in American elections?

**NJ Student Learning Standards:**

**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.CivicsPD.1:** Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

**6.3.8.CivicsPD.2:** Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

**6.3.8.CivicsPD.3:** Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

**6.3.8.CivicsDP.1:** Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes
- History and Inclusion of African Americans (Amistad)
- Diversity, Equity, and Inclusion

**Enduring Understandings:**

Students will be able to describe the basic qualifications for voting in the United States and explain how the public identifies and approves the individuals who will make political decisions for the common good (consent of the governed).

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

| NJSLs Performance Expectations  | Instructional Actions  |   |   |
|---|--|---|---|
| Objectives<br><i>What students will know</i>  | Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections  | NJSLs ELA Companion Standards<br>(including <a href="#">speaking/listening</a> )  | Suggested Formative and Summative Assessment (Checkpoints)  |
| <p>Describe the election process.</p> <p>Describe the requirements for voting in state and federal elections.</p> <p>Assess whether or not current and/or proposed state and federal voting laws will expand or contract voting rights.</p> | <p>Discovery Techbook- Chapter 5.2- Voting and Elections</p> <p><a href="http://www.iCivics.org">www.iCivics.org</a> Lessons- The Electoral Process, Running for President Infographic, Shelby v. Holder, Citizens United v. Federal Election Commission (2010), Mock Election, Voting Rights, Voting Age, Voting Matters Activity, Voting By Mail, Voting: Will You Do It?, Cast Your Vote Extension Pack, Students Power Elections, A Movement in the Right Direction Infographic, Got Ballot, Candidate Evaluation, Popular v. President</p> <p>Voting Lessons- CivicEd</p> <p>Casemaker Challenges- Voter Suppression</p> <p>Lesson Plan: How to Vote and Why It Matters</p> <p>Lesson Plan: Voting Rights, Then and Now</p> <p>C-SPAN Lesson Plans: Voting and Elections</p> <p>Teaching Engaged Citizenship, Voting Rights Lesson Plan</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b><br/>                     Diagnostic pre/post- assessments<br/>                     Whole/Small Group Discussions<br/>                     Polls<br/>                     Teacher observations/anecdotal records<br/>                     Teacher/student conferencing &amp; feedback<br/>                     Peer conferencing and feedback<br/>                     Graphic organizers<br/>                     Cornell notes<br/>                     Quickwrites<br/>                     Exit slips<br/>                     PBL process<br/>                     Homework</p> <p><b>Summative Assessments:</b><br/>                     Quizzes/Tests<br/>                     Portfolios<br/>                     Performance assessments<br/>                     Open-ended responses/Essay<br/>                     Formal Structured Discussions<br/>                     PBL final product</p> |



**Unit 1.3 Making Informed Decisions: Political Parties, Interest Groups, and Media Literacy**

**Essential Questions:** How do American political parties and interest groups promote and undermine democratic principles?

Are political parties good for our nation?

How do active and engaged citizens make informed decisions?

How do I know if my information is reliable (accurate, unbiased, current, and appropriate)?

**NJ Student Learning Standards:**

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.

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

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.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills
- History and Inclusion of African Americans (Amistad)
- Climate Change
- LGBTQ and People with Disabilities
- Diversity, Equity, and Inclusion
- Asian American Pacific Islanders

**Enduring Understandings:**

Students will be able to define the terms political party and interest group, compare and contrast the U.S. two-party system with other political systems around the world, and analyze the impact of political parties and interest groups on the political process in the United States, as well as the strategies interest groups use to influence the political process. Students will be able to determine the accuracy and reliability of their sources and identify various points of view based on special interest groups

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.

- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

| NJSLs Performance Expectations   | Instructional Actions   |   |   |
|--|---|---|---|
| Objectives<br><i>What students will know</i>   | Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections   | <a href="#">NJSLs ELA Companion Standards</a><br>(including <a href="#">speaking/listening</a> )  | Suggested Formative and Summative Assessment (Checkpoints)  |
| <p>Describe the characteristics of a political party.</p> <p>Describe how political parties evolved over time in the United States.</p> <p>Compare and contrast liberal and conservative viewpoints and how they are reflected within the Democratic and Republican Parties.</p> <p>Analyze the positive and negative impacts of political parties on the political process in the United States.</p> <p>Determine obstacles that third party candidates face in national elections.</p> <p>Describe the</p> | <p>Discovery Techbook- Chapter 5.1- Political Parties and Interest Groups</p> <p>Discovery Tech Book- Civics and Government- Chapter 4.2: Making Informed Decisions</p> <p>iCivics Lessons- One Big Party?, Party Systems, Mock Election, The Poll Picture Infographic, Interest Groups, Identify Your Stakeholders, Propaganda: What's the Message?, Citizens United v. Federal Election Commission (2010)</p> <p>The Role of Political Parties- Resources and Lesson Plans</p> <p>Designing a Website for a New Political Party- Lesson Plan</p> <p>Impact of Interest Groups Lesson Plans</p> <p>Follow the Money (Lobbying) Lesson Plan- PBS Learning</p> <p>Casemaker Challenge- Principles of Major Political Parties</p> <p>Political Parties: Two is Company, Three's a</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b><br/>                     Diagnostic pre/post- assessments<br/>                     Whole/Small Group Discussions<br/>                     Polls<br/>                     Teacher observations/anecdotal records<br/>                     Teacher/student conferencing &amp; feedback<br/>                     Peer conferencing and feedback<br/>                     Graphic organizers<br/>                     Cornell notes<br/>                     Quickwrites<br/>                     Exit slips<br/>                     PBL process<br/>                     Homework</p> <p><b>Summative Assessments:</b><br/>                     Quizzes/Tests<br/>                     Portfolios<br/>                     Performance assessments<br/>                     Open-ended responses/Essay<br/>                     Formal Structured Discussions<br/>                     PBL final product</p> |

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| <p>characteristics of an interest group.</p> <p>Analyze the positive and negative impacts of political parties and interest groups on public opinion, public policy, and the political process in the United States.</p> <p>Decide which strategies are most effective when trying to win elections.</p> <p>Compare and contrast the ways in which the media reports the same news story.</p> <p>Use a variety of sources to form opinions based on the evidence presented.</p> <p>Determine how bias can affect the way information is delivered and received.</p> | <p>Crowd – PBS News Hour Lesson Plan</p> <p>Facing History and Ourselves: Political Polarization in the United States</p> <p>The Living Room Candidate- Presidential Election Commercials from 1952-Present</p> <p>Nearpod: Political Parties</p> <p>Crash Course: U.S. Government and Politics Videos</p> <p>Brainpop- Political Parties, Political Beliefs, Political Party Origins, Primaries and Caucuses, Presidential Election</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> |  |  |
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**Unit 1.4: Historical Beginnings of the American Government**

**Essential Questions:** How did ideas and traditions from ancient societies, England and our colonial past shape Americans’ shared beliefs about how people should be governed?

**NJ Student Learning Standards:**

6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

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.

6.3.8.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.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills
- History & Contributions of African Americans (Amistad)
- Diversity, Equity, and Inclusion

**Enduring Understandings:**

Students will be able to analyze the historical trends, ideas, and documents that influenced the American political system.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

| NJSLs Performance Expectations                      | Instructional Actions  |  |   |
|---|--|--|---|
| <b>Objectives</b><br><i>What students will know</i> | <b>Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections</b> | <a href="#">NJSLs ELA Companion Standards</a><br>(including <a href="#">speaking/listening</a> ) | <b>Suggested Formative and Summative Assessment (Checkpoints)</b> |

|  |   |   |   |
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| <p>Describe the changes in Great Britain’s government from 1215 to 1689.</p> <p>Describe the principles of early colonial American governments.</p> <p>Compare and contrast different Enlightenment thinkers’ views on the role of government in people’s lives.</p> <p>Describe how the French and Indian War and the end of self-government led to the American Revolution.</p> <p>Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on Enlightenment thinkers’ views on the role of government in people’s lives (i.e. natural rights, self-government, consent of the governed).</p> | <p>Discovery Tech Book- Civics and Government- Chapter 1.3: Principles of American Government</p> <p>Discovery Tech Book- Civics and Government- Chapter 2.1: Origins of the U.S. Constitution</p> <p>www.icivics.org Lessons- The Enlightenment, Philosophically Correct, Familiar But Flawed, Colonial Influences, We Got This!, Hey, King: Get Off Our Backs, Got Grievances?, Constitutional Influencers, America’s Founding Preambles; Influence Library: The Enlightenment Mini-lesson, Thomas Hobbes Mini-lesson, John Locke Mini-Lesson, Montesquieu Mini-lesson, Rousseau Mini-lesson</p> <p>C-SPAN Classroom Lesson Plans- U.S. History</p> <p>“Common Sense” Explained: US History Review Video Clip</p> <p>Nearpod: iCivics Foundations of Government Bundle, Road to the Constitution Bundle, Magna Carta, Historical Literacy: The Mayflower Compact, Thomas Paine’s Common Sense</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b><br/>                 Diagnostic pre/post- assessments<br/>                 Whole/Small Group Discussions<br/>                 Polls<br/>                 Teacher observations/anecdotal records<br/>                 Teacher/student conferencing &amp; feedback<br/>                 Peer conferencing and feedback<br/>                 Graphic organizers<br/>                 Cornell notes<br/>                 Quickwrites<br/>                 Exit slips<br/>                 PBL process<br/>                 Homework</p> <p><b>Summative Assessments:</b><br/>                 Quizzes/Tests<br/>                 Portfolios<br/>                 Performance assessments<br/>                 Open-ended responses/Essay<br/>                 Formal Structured Discussions<br/>                 PBL final product</p> |
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**Unit: 2.1 Creating a New Government: The Constitutional Convention****Essential Questions:**

How did problems with the Articles of Confederation lead to change?

How did decisions made at the Constitutional Convention affect the balance of power in the new nation?

Could the Constitution have been written and ratified without compromise?

**NJ Student Learning Standards:**

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.

6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.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.

6.3.8 Civics PD.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.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills
- History and Contributions of African Americans (Amistad)
- Diversity, Equity, and Inclusion

**Enduring Understandings:**

Students will be able to understand the dynamics surrounding the Founding Fathers (including the dilemmas they faced, the plans they put forth, and what compromises they made), the process involved in ratifying the Constitution, what divided the delegates, and how agreement was reached. and why the Constitution is a living document, allowing for growth and change over time. Additionally, students will be able to explain the role compromise played in the writing and adoption of the Constitution, determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans, and describe the circumstances leading to the addition of the Bill of Rights to the Constitution and the historical development of the Bill of Rights.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

| NJSLs Performance Expectations   | Instructional Actions  |   |   |
|--|--|---|---|
| Objectives<br><i>What students will know</i>   | Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections  | NJSLs ELA Companion Standards<br>(including <a href="#">speaking/listening</a> )  | Suggested Formative and Summative Assessment (Checkpoints)  |
| <p>Identify and analyze key issues addressed by the Framers at the outset of the Constitutional Convention.</p> <p>Describe the areas of disagreement among the delegates.</p> <p>Explain the compromises that were reached to resolve issues of representation, slavery, and the slave trade.</p> | <p>Discovery Tech Book- Civics and Government- Chapter 2.1: Origins of the Constitution</p> <p>Resources for Integrating African American History into US History in Middle School (1600-1875)</p> <p>The Constitution and Slavery Article- Constitutional Rights Foundation</p> <p>3/5th Compromise Explained Article</p> <p>Newsela Text Set- U.S. Constitution 101</p> <p>Amistad Commission Lesson Plans</p> <p>NEWSELA Compromises Activity</p> <p>Brainpop- Constitutional Convention</p> <p>Liberty's Kids: We the People</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b><br/>                     Diagnostic pre/post- assessments<br/>                     Whole/Small Group Discussions<br/>                     Polls<br/>                     Teacher observations/anecdotal records<br/>                     Teacher/student conferencing &amp; feedback<br/>                     Peer conferencing and feedback<br/>                     Graphic organizers<br/>                     Cornell notes<br/>                     Quickwrites<br/>                     Exit slips<br/>                     PBL process<br/>                     Homework</p> <p><b>Summative Assessments:</b><br/>                     Quizzes/Tests<br/>                     Portfolios<br/>                     Performance assessments<br/>                     Open-ended responses/Essay<br/>                     Formal Structured Discussions<br/>                     PBL final product</p> |

**Unit 2.2 Articles, Goals and Principles of the Constitution****Essential Questions:**

How is the Constitution organized?

How is the Constitution a living document that can be changed over time?

How does the Constitution reflect major principles of American democracy?

Do the principles of government provide us with an effective and efficient government?

**NJ Student Learning Standards:**

**6.3.8 Civics DP.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 Civics PR.2:** Evaluate the effectiveness of the fundamental principles of the Constitution (i.e, consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

**6.3.8 Civics PR.3:** Take a position on an issue in which fundamental ideas and principles are in conflict.

**6.3.8 PI.4:** Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

**6.3.8 PR.5:** Engage in simulated democratic processes to understand how conflicting points of view are addressed in a democratic society.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills
- History and Contributions of African Americans (Amistad)
- LGBTQ and People with Disabilities
- Diversity, Equity, and Inclusion
- Asian American Pacific Islanders

**Enduring Understandings:**

Students will be able to identify the seven articles of the Constitution and the function of each, explain how the states were expected to work together, describe the amendment process, and explain how the Constitution is the supreme law of the land. Students will be able to identify and describe the purposes and goals of the government as stated in the Preamble and analyze the principles underlying the Constitution (Popular Sovereignty, Rule of Law, Separation of Powers, Checks and Balances, Federalism, Limited government).

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's



| NJSLs Performance Expectations   | Instructional Actions  |   |   |
|--|--|---|---|
| Objectives<br><i>What students will know</i>   | Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections  | NJSLs ELA Companion Standards<br>(including <a href="#">speaking/listening</a> )  | Suggested Formative and Summative Assessment (Checkpoints)  |
| <p>Identify and define the goals of our Constitution as stated in the Preamble.</p> <p>Describe the 7 articles of the Constitution.</p> <p>Identify the functions of each article.</p> <p>Explain how the Constitution can be changed over time.</p> <p>Define and explain the fundamental principles of the Constitution.</p> | <p>Discovery Tech Book- Civics and Government- Chapter 2.2: Principles of the Constitution</p> <p>Discovery Tech Book- Civics and Government- Chapter 2.3: Federalism</p> <p>The Preamble and Articles of the U.S. Constitution Infographic- Discovery Tech Book</p> <p>Newsela: How to Amend the U.S. Constitution</p> <p>Newsela Text Set- Taking Informed Action: Amending the Constitution</p> <p>www.iCivics.org Lessons- Anatomy of the Constitution, The Constitution: Rules for Running a Country, Constitution Day Lesson Plan</p> <p>U.S. Constitution Seven Articles Video Clip</p> <p>Schoolhouse Rock- The Preamble</p> <p>Netflix Series "We the People": Federal vs. State Power Video Clip</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b><br/>                     Diagnostic pre/post- assessments<br/>                     Whole/Small Group Discussions<br/>                     Polls<br/>                     Teacher observations/anecdotal records<br/>                     Teacher/student conferencing &amp; feedback<br/>                     Peer conferencing and feedback<br/>                     Graphic organizers<br/>                     Cornell notes<br/>                     Quickwrites<br/>                     Exit slips<br/>                     PBL process<br/>                     Homework</p> <p><b>Summative Assessments:</b><br/>                     Quizzes/Tests<br/>                     Portfolios<br/>                     Performance assessments<br/>                     Open-ended responses/Essay<br/>                     Formal Structured Discussions<br/>                     PBL final product</p> |

**Unit 3.1: The Legislative Branch and Congress**

**Essential Questions:**

- How does a bill become a law?
- What are the powers and limitations of Congress?
- Whose views should members of Congress represent when voting?
- To what extent do interest groups, media, and public opinion advance or harm democracy?

**NJ Student Learning Standards Standards:**

- 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Century Themes and Skills
- History of Contributions of African Americans (Amistad)
- Climate Change
- LGBTQ and People with Disabilities
- Diversity, Equity, and Inclusion
- Asian American Pacific Islanders

**Enduring Understandings:**

Students will be able to understand the requirements, roles, and responsibilities of the legislative branch, describe the process of how a bill becomes a law, participate in a mock debate, identify and research problems in their community, and create a proposal in order to enact social change.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

|                                       |                                |  |  |
|---------------------------------------|--------------------------------|--|--|
| <b>NJSLS Performance Expectations</b> | <b>Instructional Actions</b>   |  |  |
| <b>Objectives</b>                     | <b>Resources and Suggested</b> | <a href="#"><u>NJSLS ELA Companion</u></a> | <b>Suggested Formative and Summative</b> |

| <i>What students will know</i>   | <b>Activities/Strategies, Technology Implementation, Interdisciplinary Connections</b>  | <b>Standards</b><br>(including <a href="#">speaking/listening</a> )   | <b>Assessment (Checkpoints)</b>   |
|--|---|---|---|
| <p>Identify the requirements, roles and responsibilities for Representatives and Senators.</p> <p>Identify and explain the expressed and implied powers of Congress.</p> <p>Understand the democratic process of how a bill becomes a law.</p> <p>Engage in a mock hearing, trial, election or moot court.</p> | <p>Discovery Tech Book- Civics and Government- Chapter 6: Legislative Branches and Congress</p> <p>C-Span Classroom: Legislative Branch</p> <p>iCivics: The Legislative Branch Lesson Plans</p> <p>The Roles of the Congress, the President, and the Courts- Lesson Plans and Resources</p> <p>Hyperdoc- How a Bill Becomes a Law</p> <p>Fault Lines in the Constitution- NYU History/Social Studies Collaborative Lesson Plans</p> <p>Looping Curricular Concepts with IDM- Branches of Government</p> <p><a href="http://www.allsides.com">www.allsides.com</a>      <a href="http://www.procon.org">www.procon.org</a></p> <p><a href="http://www.senate.gov">www.senate.gov</a>      <a href="http://www.house.gov">www.house.gov</a></p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b><br/>                     Diagnostic pre/post- assessments<br/>                     Whole/Small Group Discussions<br/>                     Polls<br/>                     Teacher observations/anecdotal records<br/>                     Teacher/student conferencing &amp; feedback<br/>                     Peer conferencing and feedback<br/>                     Graphic organizers<br/>                     Cornell notes<br/>                     Quickwrites<br/>                     Exit slips<br/>                     PBL process<br/>                     Homework</p> <p><b>Summative Assessments:</b><br/>                     Quizzes/Tests<br/>                     Portfolios<br/>                     Performance assessments<br/>                     Open-ended responses/Essay<br/>                     Formal Structured Discussions<br/>                     PBL final product</p> |

**Unit 3.2: The Executive Branch and the Presidency**

**Essential Questions:**

How much power should the leader of a nation possess?  
Does the Electoral College reflect the will of the people?

**NJ Student Learning Standards:**

6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills
- History of Contributions of African Americans (Amistad)
- Climate Change
- LGBTQ and People with Disabilities
- Diversity, Equity, and Inclusion
- Asian American Pacific Islanders

**Enduring Understandings:**

Students will be able to understand the requirements, roles, and responsibilities of the executive branch, participate in a mock debate, describe the Electoral College process, and determine if the Electoral College reflects the will of the people.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

|   |  |   |   |
|---|--|---|---|
| <b>NJSLS Performance Expectations</b>               | <b>Instructional Actions</b>                                     |   |   |
| <b>Objectives</b><br><i>What students will know</i> | <b>Resources and Suggested Activities/Strategies, Technology</b> | <a href="#">NJSLS ELA Companion Standards</a> | <b>Suggested Formative and Summative Assessment (Checkpoints)</b> |

|   | <b>Implementation, Interdisciplinary Connections</b>   | (including <a href="#">speaking/listening</a> )   |   |
|---|--|---|---|
| <p>Identify the requirements, roles and responsibilities of the President.</p> <p>Analyze the structure and roles of the cabinet and the executive office of the President.</p> <p>Understand the presidential election process including the primaries/caucuses, national nominating conventions, and the Electoral College.</p> <p>Describe the Presidential Order of Succession as stated in the Presidential Succession Act of 1947 and the 25th Amendment.</p> <p>Engage in a mock hearing, trial, election or moot court.</p> | <p>Discovery Tech Book- Civics and Government- Chapter 7: Executive Branches and the Presidency</p> <p>The White House            270 to Win</p> <p>C-Span Classroom: Executive Branch Lesson Plans</p> <p>iCivics: The Executive Branch Lesson Plans</p> <p>Case Study: The War Powers Act</p> <p>The Roles of the Congress, the President, and the Courts- Resources and Lesson Plans</p> <p>Crash Course: U.S. Government and Politics Videos</p> <p><u><a href="#">Brainpop: Branches of Government, Presidential Election, Presidential Power, Primaries and Caucuses</a></u></p> <p>TedEd- How is power divided in the United States government?</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b><br/>                     Diagnostic pre/post- assessments<br/>                     Whole/Small Group Discussions<br/>                     Polls<br/>                     Teacher observations/anecdotal records<br/>                     Teacher/student conferencing &amp; feedback<br/>                     Peer conferencing and feedback<br/>                     Graphic organizers<br/>                     Cornell notes<br/>                     Quickwrites<br/>                     Exit slips<br/>                     PBL process<br/>                     Homework</p> <p><b>Summative Assessments:</b><br/>                     Quizzes/Tests<br/>                     Portfolios<br/>                     Performance assessments<br/>                     Open-ended responses/Essay<br/>                     Formal Structured Discussions<br/>                     PBL final product</p> |

**Unit 3.3: The Judicial Branch**

**Essential Questions:**

How does the justice system determine what is just under the law?  
 How do governments balance the rights of the individual with the common good?  
 Is it the role of the Judicial Branch to resolve societal conflicts?

**NJ Student Learning Standards:**

6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.  
 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Century Themes and Skills
- History of Contributions of African Americans (Amistad)
- Climate Change
- LGBTQ and People with Disabilities
- Diversity, Equity, and Inclusion
- Asian American Pacific Islanders

**Enduring Understandings:**

Students will be able to understand the requirements, roles, and responsibilities of the judicial branch and participate in a mock trial.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

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| <b>NJSLS Performance Expectations</b>               | <b>Instructional Actions</b>   |  |   |
| <b>Objectives</b><br><i>What students will know</i> | <b>Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections</b> | <a href="#"><u>NJSLS ELA Companion Standards</u></a><br>(including <a href="#"><u>speaking/listening</u></a> ) | <b>Suggested Formative and Summative Assessment (Checkpoints)</b> |

|  |  |   |   |
|--|--|---|---|
| <p>Identify the requirements, roles and responsibilities of the Supreme Court.</p> <p>Define “judicial review” and analyze its impact on the American political system.</p> <p>Explain the role of the Supreme Court, how cases reach the court and how decisions are made.</p> <p>Explain how Supreme Court cases made decisions that impacted the rights of marginalized groups.</p> <p>Assess the impact of the Supreme Court on changing public policy in the United States.</p> <p>Engage in a mock hearing, trial, election or moot court.</p> | <p>Discovery Tech Book- Civics and Government- Chapter 8: The Judicial Branch</p> <p>iCivics: The Judicial Branch Lesson Plans</p> <p>The Roles of the Congress, the President, and the Courts- Resources and Lesson Plans</p> <p>Different Types of Courts Extension</p> <p>C-SPAN Lesson Plans- Judicial Branch and Supreme Court</p> <p>Looping Curricular Concepts with IDM- Branches of Government</p> <p>History: What is the Judicial Branch of the US Government?</p> <p>Nearpod: Judicial Branch</p> <p><u><a href="#">iCivics Games: Argument Wars and Court Quest</a></u></p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b></p> <p>Diagnostic pre/post- assessments</p> <p>Whole/Small Group Discussions</p> <p>Polls</p> <p>Teacher observations/anecdotal records</p> <p>Teacher/student conferencing &amp; feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p><b>Summative Assessments:</b></p> <p>Quizzes/Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Ope</p> <p>n-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p> |
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**Unit 3.4: Checks and Balances**

**Essential Questions:**

What are the three branches of government and what are the functions of each branch?  
 How does each branch of government check the other to maintain a balance of power?

**NJ Student Learning Standards:**

6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Century Themes and Skills

**Enduring Understandings:**

Students will be able to explain the ideas of separation of powers and checks & balances, as well as the three branches of government noting the powers of each.

**Unit Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

| NJSLs Performance Expectations   | Instructional Actions   |  |   |
|--|---|--|---|
| <b>Objectives</b><br><i>What students will know</i>  | <b>Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections</b>  | <a href="#">NJSLs ELA Companion Standards</a><br>(including <a href="#">speaking/listening</a> )   | <b>Suggested Formative and Summative Assessment (Checkpoints)</b>   |
| Explain the ideas of separation of powers and checks & balances.<br><br>Compare and contrast how | Discovery Tech Book- Civics and Government- Chapter 6.1: Structure and Powers of Congress (Evaluate-Review)<br><br>Discovery Education: Checks and Balances Table | RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, | <b>Formative Assessments:</b><br>Diagnostic pre/post- assessments<br>Whole/Small Group Discussions<br>Polls<br>Teacher observations/anecdotal records |



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| <p>each branch of government checks the other in order to maintain a balance of power in the federal government.</p> | <p><u><a href="#">Newsela: Checks &amp; Balances</a></u></p> <p>Branches of the Government and the Separation of Powers- Resources and Lesson Plans</p> <p>Examine the Relationship of the Three Branches- Resources and Lesson Plans</p> <p>Checks and Balances in Supreme Court Nominations Lesson Plan- PBS NewsHour</p> <p>C-SPAN Lesson Plans- Checks and Balances</p> <p>iCivics Lesson Plans: Three Branches: Laws in Action, Three Branches: Checks and Balances Webquest</p> <p>Nearpod: Checks and Balances</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p>Teacher/student conferencing &amp; feedback<br/>Peer conferencing and feedback<br/>Graphic organizers<br/>Cornell notes<br/>Quickwrites<br/>Exit slips<br/>PBL process<br/>Homework</p> <p><b><u>Summative Assessments:</u></b><br/>Quizzes/Tests<br/>Portfolios<br/>Performance assessments<br/>Open-ended responses/Essay<br/>Formal Structured Discussions<br/>PBL final product</p> |
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**Unit 4.1: The Bill of Rights**

**Essential Questions:** How does the Bill of Rights protect American citizens? Why is free speech essential to a representative government? How are citizens' rights impacted by Supreme Court decisions?

**NJ Student Learning Standards:**

6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).

6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Century Themes and Skills
- History of Contributions of African Americans (Amistad)
- Climate Change
- LGBTQ and People with Disabilities
- Diversity, Equity, and Inclusion
- Asian American Pacific Islanders

**Enduring Understandings:** (Students will be able to.....)

Students will be able to analyze the Bill of Rights and constitutional protections of the rights of citizens, the First Amendment's protections of freedom of religion, and the First Amendment's protections of freedom of expression, assembly, petition, and association.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

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| <b>NJSLS Performance Expectations</b>               | <b>Instructional Actions</b>   |  |   |
| <b>Objectives</b><br><i>What students will know</i> | <b>Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections</b> | <a href="#">NJSLS ELA Companion Standards</a><br>(including <a href="#">speaking/listening</a> ) | <b>Suggested Formative and Summative Assessment (Checkpoints)</b> |

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| <p>Explain the political and historical significance of the Bill of Rights.</p> <p>Describe what fundamental rights are protected by the Bill of Rights.</p> <p>Analyze how the Bill of Rights is designed to protect the rights of citizens.</p> <p>Describe what fundamental rights are protected by the Bill of Rights.</p> <p>Evaluate how the First Amendment impacts the rights of students.</p> <p>Cite landmark Supreme Court cases relating to the Bill of Rights.</p> <p>Understand the limitations of students' rights as interpreted by the Supreme Court.</p> | <p>Discovery Tech Book- Civics and Government- Chapter 3.1: The Bill of Rights; 3.2: First Amendment</p> <p>www.iCivics.org Lessons: Amendment Mini-Lesson, No Bill of Rights, No Deal, Federalists and Anti-Federalists, The "Supreme" in Supreme Decision <b>Mini-Lessons:</b> Supreme Court Decisions, Interpreting the Constitution, You Be the Judge, Supreme Interpreters, Meet the Supremes Teacher's Guide, The Research Roadmap, I Can't Wear What??, You've Got Rights, <b>Landmark Case Library</b></p> <p>Bill of Rights Institute      Street Law Inc.</p> <p>www.procon.org      www.allsides.com</p> <p>C-SPAN Lesson Plans- Constitutional Foundation and Civil Rights and Civil Liberties</p> <p>Newseum Ed</p> <p>Teaching Engaged Citizenship, First Amendment Freedoms Lesson Plan</p> <p>Foundation for Individual Rights in Education</p> <p>Casemaker Challenges- Freedom of Press, Freedom of Speech, Second Amendment Rights and Limitations, Fourth Amendment Rights in Modern America</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b><br/>                 Diagnostic pre/post- assessments<br/>                 Whole/Small Group Discussions<br/>                 Polls<br/>                 Teacher observations/anecdotal records<br/>                 Teacher/student conferencing &amp; feedback<br/>                 Peer conferencing and feedback<br/>                 Graphic organizers<br/>                 Cornell notes<br/>                 Quickwrites<br/>                 Exit slips<br/>                 PBL process<br/>                 Homework</p> <p><b>Summative Assessments:</b><br/>                 Quizzes/Tests<br/>                 Portfolios<br/>                 Performance assessments<br/>                 Open-ended responses/Essay<br/>                 Formal Structured Discussions<br/>                 PBL final product</p> |
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**Unit 4.2 Extending Equal Protection Under the Law**

**Essential Questions:**

How has the Fourteenth Amendment changed American society?  
 Why are civil rights and civil liberties important to maintaining a democratic society?

**NJ Student Learning Standards:**

- 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
- 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
- 6.3.8.CivicsDP.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.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills
- History of Contributions of African Americans (Amistad)
- Holocaust and Genocides
- LGBTQ and People with Disabilities
- Diversity, Equity, and Inclusion
- Asian American Pacific Islanders

**Enduring Understandings:**

Students will be able to evaluate the U.S. government’s efforts to extend civil rights and liberties to different groups over time.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

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| <b>NJSLS Performance Expectations</b> | <b>Instructional Actions</b>   |  |  |
| <b>Objectives</b>                     | <b>Resources and Suggested</b> | <a href="#"><u>NJSLS ELA Companion</u></a> | <b>Suggested Formative and Summative</b> |

| <i>What students will know</i>   | <b>Activities/Strategies, Technology Implementation, Interdisciplinary Connections</b>  | <b>Standards</b><br>(including <a href="#">speaking/listening</a> )   | <b>Assessment (Checkpoints)</b>   |
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| <p>Describe how African American rights were limited and expanded before, during, and after the Civil War.</p> <p>Describe how Congress and the Supreme Court have responded to calls for gender and racial equality over time, i.e. African-Americans, Native Americans, women, LGBTQI+ community, and people with disabilities.</p> <p>Cite landmark Supreme Court cases relating to the Fourteenth Amendment.</p> <p>Propose government policies that could extend Fourteenth Amendment rights to more Americans.</p> | <p>Discovery Tech Book- Civics and Government- Chapter 3.3: Equal Protection</p> <p>www.icivics.org Lessons: Slavery: No Freedom, No Rights, Civil War and Reconstruction, Jim Crow, The Road to Civil Rights, Little Rock: Executive Order 10730, Civic Action and Change, Voting Rights, Korematsu v. United States, Landmark Library</p> <p>Standing Up For Democracy Unit- Facing History and Ourselves</p> <p>NCSS Resources for Teaching About Racism, Anti-racism, and Human Rights</p> <p>Title IX: Striving for Gender Equity in Athletics- Gilder Lehrman Lesson Plan</p> <p>PBS Learning Media: Realities of Life in the Jim Crow Era Lesson Plan and Resources</p> <p>The 1968 Indian Civil Rights Act: From Termination to Self-Determination Lesson Plan</p> <p>Teaching LGBTQ &amp; Disabilities Through U.S. Supreme Court</p> <p>Model Lessons (Inquiry) on Disability History- Emerging America</p> <p>Newseum Ed                      Landmark Cases</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b><br/>                     Diagnostic pre/post- assessments<br/>                     Whole/Small Group Discussions<br/>                     Polls<br/>                     Teacher observations/anecdotal records<br/>                     Teacher/student conferencing &amp; feedback<br/>                     Peer conferencing and feedback<br/>                     Graphic organizers<br/>                     Cornell notes<br/>                     Quickwrites<br/>                     Exit slips<br/>                     PBL process<br/>                     Homework</p> <p><b>Summative Assessments:</b><br/>                     Quizzes/Tests<br/>                     Portfolios<br/>                     Performance assessments<br/>                     Open-ended responses/Essay<br/>                     Formal Structured Discussions<br/>                     PBL final product</p> |

**Unit 5.1: Citizens' Rights and Responsibilities**

**Essential Questions:**

What are the roles and responsibilities of citizens and government in a democratic society?  
 What actions exemplify responsible citizenship?  
 How can an individual make a difference in his/her community?

**Targeted State Standards:**

6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.  
6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills
- Diversity, Equity, and Inclusion

**Enduring Understandings:**

Students will be able to define citizenship and describe the roles and responsibilities of citizens.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

| NJSLs Performance Expectations                      | Instructional Actions  |  |  |
|---|--|--|--|
| <b>Objectives</b><br><i>What students will know</i> | <b>Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections</b> | <a href="#">NJSLs ELA Companion Standards</a><br>(including <a href="#">speaking/listening</a> ) | <b>Suggested Formative and Summative Assessment (Checkpoints)</b>                                  |
| Define citizenship.<br>Define the roles and         | Discovery Tech Book- Civics and Government- Chapter 4.1 Citizenship  | RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9,        | <b>Formative Assessments:</b><br>Diagnostic pre/post- assessments<br>Whole/Small Group Discussions |

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| <p>responsibilities of citizens in a democratic society.</p> <p>Explain the importance of serving on a jury</p> <p>Describe the jury selection process</p> | <p>What makes a good citizen? Lesson Plan</p> <p>Project Citizen- Center for Civic Education<br/>8th grade Project - Problem-Based Learning/Genius Hour</p> <p>Citizenship: What is it? Webquest</p> <p>Standing Up For Democracy Unit- Facing History and Ourselves</p> <p>Newsela: Lesson 5- All About Citizenship</p> <p>iCivics Lesson Plans: Citizenship &amp; Participation</p> <p>Re-Imagining Migration Resources and Lesson Plans</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p>Polls</p> <p>Teacher observations/anecdotal records</p> <p>Teacher/student conferencing &amp; feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p><b>Summative Assessments:</b></p> <p>Quizzes/Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p> |
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**Unit 5.2: State Government****Essential Questions:**

What are the characteristics and functions of New Jersey's state government?

How does New Jersey's government interact with local governments and the federal government?

**NJ Student Learning Standards:**

6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

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.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills
- History and Contributions of African Americans (Amistad)
- Holocaust and Genocides
- Climate Change
- LGBTQ and People with Disabilities
- Diversity, Equity, and Inclusion
- Asian American Pacific Islanders

**Enduring Understandings:**

Students will be able to demonstrate knowledge of the organization and powers of New Jersey's state government, identify current state officials, evaluate direct democracy by the initiative, referendum, and recall processes, analyze services provided by New Jersey's state government, and assess the relationships between federal, state, and local governments.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's



| NJSLs Performance Expectations  | Instructional Actions  |   |   |
|---|--|---|---|
| Objectives<br><i>What students will know</i>  | Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections  | NJSLs ELA Companion Standards<br>(including <a href="#">speaking/listening</a> )  | Suggested Formative and Summative Assessment (Checkpoints)  |
| <p>Demonstrate knowledge of the organization and powers of New Jersey's state government.</p> <p>Identify current state officials.</p> <p>Evaluate direct democracy through the initiative, referendum, and recall processes.</p> <p>Analyze services provided by New Jersey's state government.</p> <p>Assess the relationships between federal, state, and local governments.</p> | <p>Discovery Tech Book- Civics and Government- Chapter 9: State and Local Government</p> <p>iCivics: State and Local Governments Lesson Plans</p> <p>Newsela: My State, My Community Project</p> <p>NJ.gov: About NJ Government</p> <p>New Jersey Office of the Governor Video Clips</p> <p>Nearpod- State and Local Government</p> <p>Netflix Series "We the People": Federal vs. State Power</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b><br/>                     Diagnostic pre/post- assessments<br/>                     Whole/Small Group Discussions<br/>                     Polls<br/>                     Teacher observations/anecdotal records<br/>                     Teacher/student conferencing &amp; feedback<br/>                     Peer conferencing and feedback<br/>                     Graphic organizers<br/>                     Cornell notes<br/>                     Quickwrites<br/>                     Exit slips<br/>                     PBL process<br/>                     Homework</p> <p><b>Summative Assessments:</b><br/>                     Quizzes/Tests<br/>                     Portfolios<br/>                     Performance assessments<br/>                     Open-ended responses/Essay<br/>                     Formal Structured Discussions<br/>                     PBL final product</p> |

**Unit 5.3: Local Government****Essential Questions:**

What are the characteristics and functions of local government within Edison?

How does Edison's municipal government interact with the state and federal government?

**NJ Student Learning Standards:**

**6.3.8.CivicsPI.3:** Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

**6.3.8.CivicsPI.4:** Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

**6.3.8.CivicsPD.2:** Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

**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.CivicsPR.7:** Compare how ideas become laws at the local, state, and national level.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills
- History and Contributions of African Americans (Amistad)
- Climate Change
- LGBTQ and People with Disabilities
- Diversity, Equity, and Inclusion
- Asian American Pacific Islanders

**Enduring Understandings:**

Students will be able to identify the powers of local/municipal government and current local officials, analyze services provided by the municipal government of Edison, and

assess the relationships between federal, state, and local governments.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

| NJSLs Performance Expectations  | Instructional Actions   |   |   |
|---|---|---|---|
| Objectives<br><i>What students will know</i>  | Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections   | NJSLs ELA Companion Standards<br>(including <a href="#">speaking/listening</a> )  | Suggested Formative and Summative Assessment (Checkpoints)  |
| <p>Identify the powers of local/municipal government.</p> <p>Identify current local officials.</p> <p>Analyze services provided by the municipal government of Edison.</p> <p>Assess the relationships between federal, state, and local governments.</p> | <p>Discovery Tech Book- Civics and Government- Chapter 9: State and Local Government</p> <p>iCivics: State and Local Governments Lesson Plans</p> <p>iCivics: Students Engage! Lesson Plan</p> <p>iCivics: County Solutions Action Plan</p> <p>iCivics Webquest: County Basics</p> <p>Newsela: My State, My Community Project</p> <p>iCivics Game: Counties Work</p> <p>NJ Spotlight News: “The Structure and Role of County Government in New Jersey”</p> <p>NJ.gov: Municipal and County Government</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b><br/>                     Diagnostic pre/post- assessments<br/>                     Whole/Small Group Discussions<br/>                     Polls<br/>                     Teacher observations/anecdotal records<br/>                     Teacher/student conferencing &amp; feedback<br/>                     Peer conferencing and feedback<br/>                     Graphic organizers<br/>                     Cornell notes<br/>                     Quickwrites<br/>                     Exit slips<br/>                     PBL process<br/>                     Homework</p> <p><b>Summative Assessments:</b><br/>                     Quizzes/Tests<br/>                     Portfolios<br/>                     Performance assessments<br/>                     Open-ended responses/Essay<br/>                     Formal Structured Discussions<br/>                     PBL final product</p> |

**Unit 5.4: Citizenship in Action**

**Essential Questions:**

What are the most important roles and responsibilities of democratic citizenship?

**NJ Student Learning Standards:**

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.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

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.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

6.3.8.CivicsPR.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.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills
- History and Contributions of African Americans (Amistad)
- Climate Change
- LGBTQ and People with Disabilities
- Diversity, Equity, and Inclusion
- Asian American Pacific Islanders

**Enduring Understandings:**

Students will be able to participate in a mock hearing, trial, election, or moot court, understand their rights as protected by the Constitution, identify and research problems in their community, and create a proposal in order to enact social change.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

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| <b>NJSLS Performance Expectations</b> | <b>Instructional Actions</b>   |                                     |  |
| <b>Objectives</b>                     | <b>Resources and Suggested</b> | <a href="#">NJSLS ELA Companion</a> | <b>Suggested Formative and Summative</b> |

| <i>What students will know</i>  | <b>Activities/Strategies, Technology Implementation, Interdisciplinary Connections</b>  | <u>Standards</u><br>(including <a href="#">speaking/listening</a> )   | <b>Assessment (Checkpoints)</b>   |
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| <p>Identify and research problems that currently exist in the community.</p> <p>Develop a proposal to share with the appropriate legislative body to address solutions to problems that exist.</p> <p>Make recommendations to the appropriate governmental agency for the best course of action, consider budgetary restraints.</p> | <p>Discovery Tech Book- Civics and Government- Chapter 4.3: Chapter Summary: The American Citizen</p> <p>Standing Up For Democracy Unit- Facing History and Ourselves</p> <p>Newsela: Lesson Perspectives on Civic Duty</p> <p>iCivics Lesson Plans: Citizenship &amp; Participation</p> <p>iCivics: Students Engage! Lesson Plan</p> <p>Project Citizenship</p> <p>Re-Imagining Migration Resources and Lesson Plans</p> <p>What is Civic Engagement? Video Clip</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b><br/>                     Diagnostic pre/post- assessments<br/>                     Whole/Small Group Discussions<br/>                     Polls<br/>                     Teacher observations/anecdotal records<br/>                     Teacher/student conferencing &amp; feedback<br/>                     Peer conferencing and feedback<br/>                     Graphic organizers<br/>                     Cornell notes<br/>                     Quickwrites<br/>                     Exit slips<br/>                     PBL process<br/>                     Homework</p> <p><b>Summative Assessments:</b><br/>                     Quizzes/Tests<br/>                     Portfolios<br/>                     Performance assessments<br/>                     Open-ended responses/Essay<br/>                     Formal Structured Discussions<br/>                     PBL final product</p> |

**Unit 6.1: Financial Psychology**

**Essential Questions:**

- How do an individual’s values and emotions influence his/her financial decisions?
- How do financial decisions impact an individual’s financial well-being over time?
- How are marketing techniques designed to encourage individuals to buy items they may not need or want?

**NJ Student Learning Standards:**

- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills
- Diversity, Equity, and Inclusion

**Enduring Understandings:**

Students will be able to assess their own personal values that shape how they make financial decisions, understand how social media can influence spending habits, analyze marketing techniques from social media and advertising that encourage spending, understand how the context of various situations can affect the financial decisions they make, and evaluate how decisions made today can affect future opportunities.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

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| <p><b>NJSLS Performance Expectations</b></p>                | <p><b>Instructional Actions</b></p>                                     |  |  |
| <p><b>Objectives</b><br/><i>What students will know</i></p> | <p><b>Resources and Suggested Activities/Strategies, Technology</b></p> | <p><a href="#">NJSLS ELA Companion Standards</a></p> | <p><b>Suggested Formative and Summative Assessment (Checkpoints)</b></p> |

|   | <b>Implementation, Interdisciplinary Connections</b>  | (including <a href="#">speaking/listening</a> )   |   |
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| <p>Analyze money-handling decisions that young adults commonly face.</p> <p>Describe how influences such as current fashion trends, peer pressure and social media platforms can affect financial decisions.</p> <p>Compare and contrast how family members differ in their values and attitudes about money.</p> <p>Determine whether information sources are accurate and reliable when making financial decisions.</p> <p>Give examples of how decisions made today can affect future opportunities.</p> | <p>7.1 NGPF Semester Course</p> <p>FutureSmart Lesson Plan- Welcome Mayor!</p> <p>iCivics: Monetization Mini-Lesson, Propaganda: What's the message? Lesson Plan</p> <p>Understanding Who Makes Your Money Decisions Lesson Plan</p> <p>Philanthropy, Volunteerism, and Charity Lesson Plan</p> <p>Philanthropy Is...Video Clip</p> <p>FutureSmart Simulation- EVERFI</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b></p> <p>Diagnostic pre/post- assessments</p> <p>Whole/Small Group Discussions</p> <p>Polls</p> <p>Teacher observations/anecdotal records</p> <p>Teacher/student conferencing &amp; feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p><b>Summative Assessments:</b></p> <p>Quizzes/Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p> |

**Unit 6.2: Civic Financial Responsibility**

**Essential Questions:**

How do philanthropic and charitable organizations play an important role in supporting local, state, national and global communities?  
 How can individuals use their talents, financial resources, and abilities to give back to their local, state, national and global communities?  
 How can individuals use personal wealth to help local and global communities responsibly and legally?

**NJ Student Learning Standards:**

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills
- Diversity, Equity, and Inclusion

**Enduring Understandings:**

Students will be able to compare and contrast the role of philanthropy, volunteerism, and charity in improving communities, describe the benefits of philanthropy, volunteerism, and charitable giving in our local, state, national and global communities, and brainstorm steps that people can take to evaluate charities and avoid charity scams.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

| NJSLs Performance Expectations               | Instructional Actions   |  |  |
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| Objectives<br><i>What students will know</i> | Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections | <a href="#">NJSLs ELA Companion Standards</a><br>(including <a href="#">speaking/listening</a> ) | Suggested Formative and Summative Assessment (Checkpoints) |



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| <p>Research individuals or organizations that give back and describe their impact on the local, state, national and global communities.</p> <p>Describe the benefits of volunteerism (e.g., learn new skills, valuable experience, make friends, etc.).</p> <p>Brainstorm steps that individuals can take to better understand charities and avoid charity scams.</p> | <p>7.1 NGPF Semester Course</p> <p>FutureSmart Lesson Plan- Welcome Mayor!</p> <p>iCivics: Monetization Mini-Lesson, Propaganda: What's the message? Lesson Plan</p> <p>Understanding Who Makes Your Money Decisions Lesson Plan</p> <p>Philanthropy, Volunteerism, and Charity Lesson Plan</p> <p>Charity Navigator: Your Guide to Intelligent Giving Website</p> <p>BBB Wise Giving Alliance: Helping Donors Give Wisely</p> <p>Federal Trade Commission: Before Giving to a Charity Guide</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b></p> <p>Diagnostic pre/post- assessments</p> <p>Whole/Small Group Discussions</p> <p>Polls</p> <p>Teacher observations/anecdotal records</p> <p>Teacher/student conferencing &amp; feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p><b>Summative Assessments:</b></p> <p>Quizzes/Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p> |
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**Unit 7.1: Financial Institutions**

**Essential Questions:**

How do various financial institutions (banks, credit unions, savings & loans associations, etc.) serve an individual’s financial needs?

What are the similarities and differences between cash, checks, credit cards, and debit cards?

What is interest and how does it affect an individual’s finances?

**NJ Student Learning Standards:**

9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.

9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).

9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.

9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills

**Enduring Understandings:**

Students will be able to determine which institutions best serve an individual’s financial needs, identify the benefits and drawbacks of using cash, checks, credit cards, and debit cards, and factor interest rates and fees into purchases and loans.

**Unit Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

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| <p><b>NJSLS Performance Expectations</b></p>                | <p><b>Instructional Actions</b></p>   |   |  |
| <p><b>Objectives</b><br/><i>What students will know</i></p> | <p><b>Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections</b></p> | <p><a href="#">NJSLS ELA Companion Standards</a><br/>(including <a href="#">speaking/listening</a>)</p> | <p><b>Suggested Formative and Summative Assessment (Checkpoints)</b></p> |

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| <p>Determine the providers which best serve an individual's financial needs.</p> <p>Compare and contrast purchasing options (cash, check, credit, debit, etc.).</p> <p>Factor interest rates and fees into purchases and loans.</p> | <p>NGPF Arcade Games, NGPF Middle School Nearpod Collection</p> <p>NGPF Middle School Course</p> <p>iCivics Lessons: Taxation, Governing Washington's Communities, In the Court Webquest, Government &amp; the Economy</p> <p>Schoolhouse Rock Money Rocks</p> <p>Crash Course: Taxes</p> <p>Bank of America: Better Money Habits</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b></p> <p>Diagnostic pre/post- assessments</p> <p>Whole/Small Group Discussions</p> <p>Polls</p> <p>Teacher observations/anecdotal records</p> <p>Teacher/student conferencing &amp; feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p><b>Summative Assessments:</b></p> <p>Quizzes/Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p> |
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**Unit 7.2: Economic and Government Influence****Essential Questions:**

What role does the government play in the economy?

How are taxes calculated?

How do local, state, and federal governments use taxes to fund public services?

**NJ Student Learning Standards:**

6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income

9.1.8.EG.2: Explain why various sources of income are taxed differently.

9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills
- Climate Change
- Diversity, Equity, and Inclusion

**Enduring Understandings:**

Students will be able to explore how governments play an active role in the economy, determine how taxes are calculated and affect an individual's finances, and compare and contrast how taxes fund programs at the local, state, and federal levels of government.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

| NJSLs Performance Expectations  | Instructional Actions  |   |   |
|---|--|---|---|
| Objectives<br><i>What students will know</i>  | Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections  | NJSLs ELA Companion Standards<br>(including <a href="#">speaking/listening</a> )  | Suggested Formative and Summative Assessment (Checkpoints)  |
| <p>Determine the extent to which governments make decisions regarding economic and financial matters.</p> <p>Analyze the impact of taxes at the local, state, and federal level.</p> <p>Calculate how taxes are determined.</p> | <p>NGPF Middle School Course</p> <p>iCivics Lessons: Taxation, Governing Washington's Communities, In the Court Webquest, Government &amp; the Economy</p> <p>Schoolhouse Rock Money Rocks</p> <p>Crash Course: Taxes</p> <p>Vox: How Tax Brackets Actually Work</p> <p>Netflix Series "We the People": Taxes Video Clip</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Diagnostic pre/post- assessments</li> <li>Whole/Small Group Discussions</li> <li>Polls</li> <li>Teacher observations/anecdotal records</li> <li>Teacher/student conferencing &amp; feedback</li> <li>Peer conferencing and feedback</li> <li>Graphic organizers</li> <li>Cornell notes</li> <li>Quickwrites</li> <li>Exit slips</li> <li>PBL process</li> <li>Homework</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Quizzes/Tests</li> <li>Portfolios</li> <li>Performance assessments</li> <li>Open-ended responses/Essay</li> <li>Formal Structured Discussions</li> <li>PBL final product</li> </ul> |

**Unit 8.1: Planning and Budgeting**

**Essential Questions:** Where do you expect to be in 10 years? In 20 years? In 30 years? At retirement? How do you expect to reach these goals?

What income will you earn based on your career choice?

Do your income and career match your goals and objectives?

**Targeted State Standards:**

9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.

9.1.8.PB.2: Explain how different circumstances can affect one’s personal budget.

9.1.8.PB.3: Explain how to create a budget that aligns with financial goals.

9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).

9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.

9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.

9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills

**Enduring Understandings:**

Students will be able to create a personal budget and plan for their future, use their life goals to guide them in saving and budgeting, and recommend actions that a borrower could take to reduce or better manage excessive debt.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

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| <b>NJSLS Performance Expectations</b>               | <b>Instructional Actions</b>   |  |   |
| <b>Objectives</b><br><i>What students will know</i> | <b>Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections</b> | <a href="#">NJSLS ELA Companion Standards</a><br>(including <a href="#">speaking/listening</a> ) | <b>Suggested Formative and Summative Assessment (Checkpoints)</b> |

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| <p>Determine the difference between a want and a need.</p> <p>Manage income and savings.</p> <p>Make informed spending decisions by looking for sales and determining if BOGO is a true savings.</p> <p>Create a budget and follow it.</p> <p>Brainstorm ways that an individual can reduce or better manage his/her debt.</p> | <p>NGPF Middle School Course</p> <p><u>NGPF Courses: Budgeting</u></p> <p>NGPF 9-Week Course: Insurance</p> <p>NGPF Full Year Course</p> <p>iCivics Lessons:Government Spending</p> <p>iCivics Lessons: Kids and Credit, Banks,Credit &amp; the Economy</p> <p>Scholastic: Basics in Building a Budget Lesson Plan</p> <p>TD Bank: Planning a Budget Lesson Plan</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b></p> <p>Diagnostic pre/post- assessments</p> <p>Whole/Small Group Discussions</p> <p>Polls</p> <p>Teacher observations/anecdotal records</p> <p>Teacher/student conferencing &amp; feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p><b>Summative Assessments:</b></p> <p>Quizzes/Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p> |
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**Unit 8.2: Credit Profile**

**Essential Questions:**

- How do you establish good credit and keep it?
- How do we make well informed decisions when making purchases?
- How can impulse purchases affect your credit?
- What if an unexpected/unbudgeted expenditure occurs?

**Targeted State Standards:**

- 9.1.8.CP.1: Compare prices for the same goods or services.
- 9.1.8.CP.2: Analyze how spending habits affect one’s ability to save.
- 9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.
- 9.1.8.CP.4: Summarize borrower’s credit report rights.
- 9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills

**Enduring Understandings:**

Students will be able to compare and contrast prices for the same goods and/or services and understand the importance of establishing good credit

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

| NJSLs Performance Expectations                      | Instructional Actions  |  |   |
|---|--|--|---|
| <b>Objectives</b><br><i>What students will know</i> | <b>Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections</b> | <a href="#">NJSLs ELA Companion Standards</a><br>(including <a href="#">speaking/listening</a> ) | <b>Suggested Formative and Summative Assessment (Checkpoints)</b> |



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| <p>Research products and their values.</p> <p>Examine sales circulars and determine whether it is truly a “good deal”.</p> <p>Draw upon resources in the event of an unexpected and emergent expenditure.</p> <p>Understand that credit scores affect your ability to borrow money.</p> <p>Understand that credit scores play a major role in the interest that you will be charged.</p> <p>Pay off debt on time to avoid fees and interest</p> <p>Examine loan and credit applications to see the requirements that need to be met.</p> <p>Interview and read testimonials from people who have made both wise and poor spending decisions.</p> <p>Examine various products and programs to restore credit.</p> | <p>Based on their “dream job”, students will create a budget that will get them to where they want to be at age 70. They will be tasked with creating a budget that includes housing costs, utilities, taxes, transportation, savings, entertainment and “emergency” funds, prior to playing a simulated game of LIFE in which they will manage their finances.</p> <p>Middle School Nearpod Collection, FutureSmart Simulation- EVERFI</p> <p>iCivics Game: People’s Pie</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p><b>Formative Assessments:</b><br/>                 Diagnostic pre/post- assessments<br/>                 Whole/Small Group Discussions<br/>                 Polls<br/>                 Teacher observations/anecdotal records<br/>                 Teacher/student conferencing &amp; feedback<br/>                 Peer conferencing and feedback<br/>                 Graphic organizers<br/>                 Cornell notes<br/>                 Quickwrites<br/>                 Exit slips<br/>                 PBL process<br/>                 Homework</p> <p><b>Summative Assessments:</b><br/>                 Quizzes/Tests<br/>                 Portfolios<br/>                 Performance assessments<br/>                 Open-ended responses/Essay<br/>                 Formal Structured Discussions<br/>                 PBL final product</p> |
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| <p>Weigh the pros and cons of borrowing and lending to and from family members.</p> |  |  |  |
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**Unit 8.3: Credit and Debt Management**

**Essential Questions:**

What are the benefits to having good credit? What are the consequences of having bad credit?  
 Is 0% financing a good or bad deal?  
 What is the difference between repossession, foreclosure and eviction?

**NJ Student Learning Standards:**

9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.  
9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.  
9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs.  
9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills

**Enduring Understandings:**

Students will be able to understand why Cash is King, explain how debit cards differ from credit cards, and assess whether a specific purchase justifies the use of credit cards.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

| NJSLs Performance Expectations                        | Instructional Actions  |  |   |
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| <b>Objectives</b><br><i>What students will know</i>   | <b>Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections</b> | <a href="#">NJSLs ELA Companion Standards</a><br>(including <a href="#">speaking/listening</a> ) | <b>Suggested Formative and Summative Assessment (Checkpoints)</b> |
| Compare and contrast the similarities and differences | Based on their “dream job”, students will create a budget that will get them to where they want to be          | RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6,                                      | <b>Formative Assessments:</b><br>Diagnostic pre/post- assessments |

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| <p>between credit and debit cards.</p> <p>Evaluate responsible uses of money.</p> <p>Investigate various lending products such as mortgages, lines of credit, car loans, instrument payment plans, and education.</p> <p>Determine the pros and cons of paying down debt early.</p> | <p>at age 70. They will be tasked with creating a budget that includes housing costs, utilities, taxes, transportation, savings, entertainment and “emergency” funds, prior to playing a simulated game of LIFE in which they will manage their finances.</p> <p>NGPF Arcade Games,</p> <p>NGPF Middle School Nearpod Collection</p> <p>FutureSmart Simulation- EVERFI</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p>Whole/Small Group Discussions</p> <p>Polls</p> <p>Teacher observations/anecdotal records</p> <p>Teacher/student conferencing &amp; feedback</p> <p>Peer conferencing and feedback</p> <p>Graphic organizers</p> <p>Cornell notes</p> <p>Quickwrites</p> <p>Exit slips</p> <p>PBL process</p> <p>Homework</p> <p><b><u>Summative Assessments:</u></b></p> <p>Quizzes/Tests</p> <p>Portfolios</p> <p>Performance assessments</p> <p>Open-ended responses/Essay</p> <p>Formal Structured Discussions</p> <p>PBL final product</p> |
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**Unit 8.4: Risk Management and Insurance**

**Essential Questions:**

Is purchasing insurance or warranties for items always such a good investment?

**NJ Student Learning Standards:**

9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed.

9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.

9.1.8.RM.3: Evaluate the need for different types of warranties.

9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection.

**Mandates Included:**

- Interdisciplinary Connections
- 21st Century Themes and Skills

**Enduring Understandings:**

Students will be able to identify and describe the various insurance products available (car, travel, electronics, Chromebook, extended warranties), and compare and contrast the pros and cons of different insurance products and their functions.

**Assessment:** (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

**Instructional Adjustments:**

- Use of previews and reading strategies to introduce lessons and objectives.
- Use of chunking materials, texts into smaller sections
- Use of color coding notes or graphic organizers
- Provide audio recorded or leveled texts if available
- Use of graphic organizers and sentence frames when taking notes.
- Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

| NJSLs Performance Expectations   | Instructional Actions  |  |   |
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| <b>Objectives</b><br><i>What students will know</i>  | <b>Resources and Suggested Activities/Strategies, Technology Implementation, Interdisciplinary Connections</b>   | <a href="#">NJSLs ELA Companion Standards</a><br>(including <a href="#">speaking/listening</a> )                 | <b>Suggested Formative and Summative Assessment (Checkpoints)</b>   |
| Understand the function of insurance and determine whether or not it is worth the investment | Based on their “dream job”, students will create a budget that will get them to where they want to be at age 70. They will be tasked with creating a budget that includes housing costs, | RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, | <b>Formative Assessments:</b><br>Diagnostic pre/post- assessments<br>Whole/Small Group Discussions<br>Polls |

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| <p>Identify and describe the various insurance products that are required to protect consumers.</p> <p>Identify and describe the various insurance products that are optional to protect one's investments.</p> | <p>utilities, taxes, transportation, savings, entertainment and "emergency" funds, prior to playing a simulated game of LIFE in which they will manage their finances.</p> <p>NGPF Middle School Nearpod Collection,</p> <p>FutureSmart Simulation- EVERFI</p> <p>See Google Doc for additional supplementary materials and links to best practices.</p> | <p>WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6</p> | <p>Teacher observations/anecdotal records<br/>                 Teacher/student conferencing &amp; feedback<br/>                 Peer conferencing and feedback<br/>                 Graphic organizers<br/>                 Cornell notes<br/>                 Quickwrites<br/>                 Exit slips<br/>                 PBL process<br/>                 Homework</p> <p><b>Summative Assessments:</b><br/>                 Quizzes/Tests<br/>                 Portfolios<br/>                 Performance assessments<br/>                 Open-ended responses/Essay<br/>                 Formal Structured Discussions<br/>                 PBL final product</p> |
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