

**Belvidere Cluster Wide
Social Studies Curriculum
8th Grade
Updated June, 2023**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Mathematics
- Science/Next Generation
- Technology
- Visual and Performing Arts

Technology Standards and Integration
iPads/Chromebooks
Online resources
Interactive SmartBoard activities

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Education & Training
- Finance
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/ Themes

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event
- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change.
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media
- 9.4.8.IML.10: Examine the consequences of the uses of media.
- 9.4.8.IML.11: Predict the personal and community impact of online and social media activities.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend personal health and financial well-being.

- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
- 1.1.1.A.1 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 1.1.1.A.2 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 1.1.1.A.1 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so
- 1.1.1.A.2 Compare and contrast product facts versus advertising claims.
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Reading and Writing Companion Standards

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered). RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, and causally).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content.

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides

- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology

- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
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- Flexible grouping
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- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit #1, Social Studies, The American Revolution

Content Area: **Social Studies**
Time Period: **September**
Status: **Published**

Core Ideas/Enduring Understanding

Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

Core Ideas:

- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.
- Chronological sequencing helps us understand the interrelationship of historical events.
- Political and civil institutions impact all aspects of people's lives.
- Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.
- Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
- Examining historical sources may answer questions but may also lead to more questions.

Essential Questions

1. What factors contributed to the American Revolution?
2. How did the ideals of the Revolution manifest themselves politically, economically, and culturally?
3. How did the laws Parliament passed increase British control in the American colonies?
4. How did the Stamp Act and the Townshend Acts differ?
5. How did the Boston Massacre begin?
6. Why did a British force march on Concord?
7. How did the minutemen respond to the battle of Lexington?
8. Who was the main author of the Declaration of Independence?
9. What were the 3 main arguments in the Declaration of Independence?
10. Why did the Continental army begin allowing free African Americans to serve?
11. In what ways did women help the patriot cause?
12. How did Washington and the Patriots defeat the British at Yorktown?
13. Do you think the Patriots could have won the Revolutionary War without the help of the French?

NJ Student Learning Standards

6.1.8.CivicsDP.3.a:	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.HistoryUP.3.a:	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.HistoryUP.3.c:	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives
6.1.8.HistorySE.3.b:	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
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.HistoryCC.3.c:	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
6.1.8.HistoryUP.3.b:	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.1.8.CivicsPI.3.b:	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.EconET.3.a:	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
6.1.8.GeoSV.3.a:	Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role
6.1.8.HistorySE.3.a:	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

Instructional Activities

- Research on consequences experienced by American colonists and role play illustrating various feelings/letter writing activity.
- Interactive Map Activities: Trace the progression of the various battles of the Revolutionary War
- Timelines: Create an interactive timeline for both the Causes of the Revolution and the Revolution itself
- Founders Trading Cards: Create sets of baseball card-like cards for the founders of the nation; research contributions and rank them to create a game
- Collaborative rewording of Declaration of Independence.
- Research on Daniel Shays and role play of how Articles of Confederation meet the needs of Americans.
- Colonial Unrest Hyperdoc [Hyperdoc Link](#)
- Research on the writers of the Constitution and compromises made.
- [▶ Who Are the Founding Fathers? | Founding Fathers for kids | Learn all about the Founding Fathers](#)
- [▶ The Declaration of Independence: What's important for Civics](#)
- [▶ The American Revolution | What You Need to Know](#)

Interdisciplinary Connections

Language Arts: There are several age-appropriate books available to coordinate with LAL

Art / Technology: The Founders Trading Cards; research and create a series of trading cards for the Revolution, the Declaration of Independence and the Constitution (Collect them all!)

Assessment

Formative Assessment:

1-A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

2-Debriefing: A form of reflection immediately following an activity.

3-Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

4-Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written.

5-Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

6-Portfolio Check: Check the progress of a student’s portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student’s achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

7-Essential Questions per lesson-understanding questions at the end of each lesson

8-Daily Questions/Ice Breakers/Do Nows-brief 5 minute opening questions/review, focus questions

9-Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

10-Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

11-Choral Response: In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

12-Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

13-Student Conference: One on one conversation with students to check their level of understanding.

14-3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

15-Observation: Walk around the classroom and observe students as they work to check for learning.

16-Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

17-Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

18-Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I’m not completely sure about _____ (e.g., wave hand).

19-One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

20-Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

21-Web or Concept Map: Any of several forms of graphic organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

22-Edpuzzle-Edpuzzle

23-Nearpod-Nearpod: [You'll wonder how you taught without it](#)

24-Kahoot-<https://kahoot.com/>

25- IXL <https://www.ixl.com/social-studies> evaluates primary sources and draws connections between historical events and the world today.

Benchmark:

ELA Research based benchmark

Summative:

Chapter Review worksheet

Map Skill Activities

Section Quizzes

End-of-marking period Assessment/ Performance Task

Unit Test

Culminating Learning Project

End-of-year Assessment

Alternative:

Portfolio

Living History Museum

Conferences

Concept Map

Demonstration Station

Texts and Resources

- United States History, Beginnings to 1877, Holt American Civics, Holt
- <https://app.discoveryeducation.com/learn/search?q=american%20revolution>
- <http://www.history.com/topics/american-revolution> <http://www.theamericanrevolution.org>
- <http://www.pbs.org/ktca/liberty/>
- <http://www.smithsonianmag.com/history/myths-of-the-american-revolution-10941835/?no-ist>
- <http://exchange.smarttech.com/search.html?q=%20Causes%20of%20American%20Revolution>
http://www.ducksters.com/history/colonial_america/french_and_indian_war.php
- <http://teachingamericanhistory.org/static/neh/interactives/americanrevolution/>
- <http://teachingamericanhistory.org/static/neh/interactives/americanrevolution/>

Unit #2, We the People and The Foundations of Government

Course(s): **Social Studies**

Time Period: **October**

Status: **Published**

Core Ideas/Enduring Understanding

The United States is a model of freedom, democracy, and economic strength. In order to become an effective citizen, one needs to understand the purpose of government and the values Americans have shared historically. Exploring the history of immigration to the United States allows one to see the demographic changes which have occurred over the decades and changes in the immigrations and naturalization process. The formation of our United States Constitution with its basis on popular sovereignty has been influenced by different earlier schools of thought.

Core Ideas:

- Political and civil institutions impact all aspects of people's lives.
- Chronological sequencing helps us understand the interrelationship of historical events.
- Political and civil institutions impact all aspects of people's lives.
- Governments have different structures which impact development (expansion) and civic participation.
- Civic participation and deliberation are the responsibility of every member of society.
- Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

Essential Questions

1. Why do we study civics and what are the values that form the basis of the American way of life?
2. What are the roles and qualities of a good citizen?
3. Who are "Americans" and what changes have occurred in United States Immigration policy since the early 1880's?
4. How does a person become a United States citizen?
5. Why is the census important and what does it reveal about the demographics and changes of the United State's population?
6. What are the various types of governments that can be found throughout the world
7. What is the purpose of government?
8. How did the Declaration of Independence present the ideas of popular sovereignty and the importance of government protecting human rights?
9. What were the Articles of Confederation and why did weaknesses appear due to its design?
10. What historical principles of government influenced the delegates at the Constitutional rebellion?
11. How did the United States government become stronger under the Constitution?
12. How did the differing viewpoints of the Federalist and the Anti-Federalists present how our government should function?

NJ Student Learning Standards

6.1.8.CivicsPI.3.a:	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsPI.3.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.
6.3.2.CivicsPD.1:	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
6.3.5.CivicsPD.2:	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
6.3.8.CivicsPI.1:	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.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.CivicsPD.3:	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
6.3.8.CivicsPR.5:	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Instructional Activities

1. Powerpoint notes on sections 1, 2, & 3
2. Google Slides: Who were the early Americans and where did they come from
3. Census activity: make a timeline and compare the census' from 1790-1920
4. Create a timeline concerning different patterns of immigration.
5. Video concerning the steps needed to become a United States
https://www.youtube.com/watch?v=wG0HTjg_2TE
6. Give students an example copy of the Naturalization test
7. Pair groups-summarize the naturalization process
8. American Civics Hyperdoc [Hyperdoc Link](#)
9. Venn Diagrams-compare and contrast the types of government
10. Jamboard/infographic-weaknesses of the Articles of Confederation
11. Digital presentation of the first Presidents of the US in Congress Assembled (Articles of Confederation)
12. Summarize and discuss the importance of the Magna Carta, English Bill of Rights and Parliamentary government.
13. Instructional Videos
<https://www.pbs.org/newshour/extra/>
 - ▶ The social contract | Foundations of American democracy | US government and civics | Kh...
 - ▶ The Articles of Confederation Explained: U.S. History Review
 - ▶ The Constitutional Convention of 1787 for Dummies
14. Movie: A More Perfect Union [▶ A MORE PERFECT UNION 1](#)

Interdisciplinary Connections

- Create a labeled ship called the US Constitution in which the following documents are placed on the ship to allow it sail forth in freedom: Magna Carta 1215 ; English Bill of Rights 1689; Mayflower Compact 1620; The Enlightenment 1700's; Virginia Statute of Rights 1786; British Parliament 1215
- After watching the video of Shays Rebellion <https://vimeo.com/79705390>, write a letter to a person living in one of the thirteen states concerning their position on Daniel Shays and whether he is loyal to his new country using details from the movie.

Assessment

Formative Assessment:

1-A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

2-Debriefing: A form of reflection immediately following an activity.

3-Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

4-Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written.

5-Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

6-Portfolio Check: Check the progress of a student’s portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student’s achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

7-Essential Questions per lesson-understanding questions at the end of each lesson

8-Daily Questions/Ice Breakers/Do Nows-brief 5 minute opening questions/review, focus questions

9-Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

10-Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

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13-Student Conference: One on one conversation with students to check their level of understanding.

14-3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

15-Observation: Walk around the classroom and observe students as they work to check for learning.

16-Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

17-Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

18-Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I’m not completely sure about _____ (e.g., wave hand).

19-One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

20-Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

21-Web or Concept Map: Any of several forms of graphic organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

22-Edpuzzle-Edpuzzle

23-Nearpod-[Nearpod: You'll wonder how you taught without it](#)

24-Kahoot-<https://kahoot.com/>

25- IXL <https://www.ixl.com/social-studies> evaluates primary sources and draws connections between historical events and the world today.

Benchmark:

ELA Research based benchmark

Summative:

Chapter Review worksheet

Map Skill Activities

Section Quizzes

End-of-marking period Assessment/ Performance Task

Unit Test

Culminating Learning Project

End-of-year Assessment

Alternative:

Portfolio

Living History Museum

Conferences

Concept Map

Demonstration Station

Texts and Resources

- United States History, Beginnings to 1877, Holt American Civics, Holt
- <http://www.history.com/topics/westward-expansion>
- <https://app.discoveryeducation.com/learn/search?q=westward%20expansion>
- <https://www.archives.gov/education/lessons/amistad/> <http://www.history.com/topics/amistad-case>
- http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrialrevolution/pdf/teacher_guide.pdf
- <http://www.history.com/topics/industrial-revolution>

Unit #3, Social Studies, The Constitution and Rights & Responsibilities

Course(s): **Social Studies**

Time Period: **November - December**

Status: **Published**

Core Ideas/Enduring Understanding

The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

Core Ideas:

- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives
- Governments have different structures which impact development (expansion) and civic participation.
- Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.
- Political and civil institutions impact all aspects of people's lives.
- Civic participation and deliberation are the responsibility of every member of society.
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.




Essential Questions

1. How did the ideals of the Revolution impact the early government of the United States?
2. How did compromise impact the development of the Constitution and the government?
3. What historic decision did the Pilgrims make when they arrived in the New World?
4. What important ideals did the Mayflower Compact and the Constitution share?
5. Why do you think the framers thought popular sovereignty was important?
6. Did James Madison believe that separation of powers was a good idea?
7. Why do you think the executive branch has grown so much since the Constitution was written?
8. How can Congress check the President's veto power?
9. Did the framers realize that life in the United States would change drastically over time? How do you know?
10. Why did the framers make the amendment process so difficult?
11. Why did the states want a bill of citizens' rights added to the Constitution?
12. What kind of rights did Thomas Jefferson think should be included in the Bill of Rights?
13. How did the 13th Amendment change the US?
14. What rights were included in the Fourteenth Amendment?
15. What event caused many Americans to feel that the voting age should be lowered?
16. Why is it important for all citizens to pay taxes?
17. Why is it important for citizens to serve on juries and testify in courts?

NJ Student Learning Standards

6.1.8.HistoryCC.3.d:	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.HistoryCC.3.d:	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.HistoryUP.3.a:	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.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.CivicsPI.3.a:	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.3.5.CivicsPD.2:	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue
6.3.8.CivicsPD.3:	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
6.3.8.CivicsPR.5:	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.1.8.CivicsPI.3.b:	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.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.

Instructional Activities

- Create a government: Research various governments and determine what combinations would work best; create a Constitution
- The Framers: Research and report biographies
- Debates: Research the main debates; stage a mock debate
- Poster/Slide Show/Jamboard/infographic of the 3 principles of limited government
- Jigsaw groups-6 goals of the Preamble
- Broadside - express your opinion on a current debatable issue
- Petition Letter
- Breakouts
- Nearpod
- ICivics.com
- Current Events related to the Bill of Rights
- Instructional Videos
 -  The Bill of Rights: Pretty Important and Very Epic
 -  The Duties and Responsibilities of Citizens
 -  The Duties and Responsibilities of Citizens
 - [Schoolhouse Rock Preamble Song](#)

Interdisciplinary Connections

- Art/Technology: Framers; research and create bio-cards on the framers
- Language Arts: Compare and contrast the Articles of Confederation and the Constitution Persuasive essay to keep or replace

Assessment

Formative Assessment:

1-A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

2-Debriefing: A form of reflection immediately following an activity.

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5-Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

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8-Daily Questions/Ice Breakers/Do Nows-brief 5 minute opening questions/review, focus questions

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The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

13-Student Conference: One on one conversation with students to check their level of understanding.

14-3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

15-Observation: Walk around the classroom and observe students as they work to check for learning.

16-Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

17-Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

18-Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I’m not completely sure about _____ (e.g., wave hand).

19-One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

20-Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

21-Web or Concept Map: Any of several forms of graphic organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

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Benchmark:

ELA Research based benchmark

Summative:

Chapter Review worksheet

Map Skill Activities

Section Quizzes

End-of-marking period Assessment/ Performance Task

Unit Test

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End-of-year Assessment

Alternative:

Portfolio

Living History Museum

Conferences

Concept Map

Demonstration Station

Texts and Resources

- United States History, Beginnings to 1877, Holt American Civics, Holt
- <https://app.discoveryeducation.com/learn/search?q=the%20constitution>
- <http://www.freetech4teachers.com/2011/09/interactive-games-and-lesson-about-us.html#.V4-SDVJYXw>
- http://www.archives.gov/exhibits/charters/constitution_transcript.html
- <http://constitutioncenter.org/interactive-constitution> <http://www.history.com/topics/constitution>

Unit #4, Social Studies, The Legislative Branch

Course(s): **Social Studies**

Time Period: **December - January**

Status: **Published**

Core Ideas/Enduring Understanding

The fundamental principles of the United States Constitution serve as the foundation of the United States government. The United States government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and opportunity, justice, and property rights. Civic participation and deliberation are the responsibility of every member of society.

Core Ideas:

- Political and civil institutions impact all aspects of people's lives.
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.





Essential Questions

1. How are seats in the House of Representatives apportioned?
2. Why did Congress limit the size of the House of Representatives?
3. What are the qualifications of a senator?
4. When do regular sessions of Congress begin?
5. What is the purpose of party caucuses?
6. In what 5 areas does the Constitution delegate to Congress the power to make laws?
7. Why is impeachment so rare?
8. Why do you think the framers of the Constitution decided to include the elastic clause?
9. What are the special powers of the House of Representatives?
10. What are the special powers of the Senate?
11. Why do you think members of Congress introduce bills based on the president's ideas?
12. Why might the House of Representatives and the Senate pass different versions of a bill?
13. What are the 3 specific actions the President can take on a bill sent to his/her desk?

NJ Student Learning Standards

6.1.8.CivicsPI.3.a:	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsPI.3.b:	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.2:	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.CivicsPR.3:	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.5:	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:	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality). 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. Compare how ideas become laws at the local, state, and national level.

Instructional Activities

- Create a “T” chart listing key features of the House of Representatives and Senate including qualifications, salary/benefits, and rules of conduct.
- Create an organizer concerning the organizational structure of Congress and conduct research as to its current members. <https://www.house.gov/> <https://www.senate.gov/>
- Jamboard Activity- Congressional Powers and Limits - delegated; implied; impeachment; special; limits on powers
- Google Slide presentation on bill proposal.
- Digital project on 1 House of Representatives and 1 Senator
-  Schoolhouse Rock - I'm Just a Bill
-  How A Bill Becomes a Law - Congress II
-  How Congress is Organized
-  Congressional Apportionment

Interdisciplinary Connections

- Art/Technology: Framers; research and create bio-cards on the framers
- Language Arts: Compare and contrast the Articles of Confederation and the Constitution Persuasive essay to keep or replace

Assessment

Formative Assessment:

1-A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

2-Debriefing: A form of reflection immediately following an activity.

3-Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

4-Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written.

5-Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

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7-Essential Questions per lesson-understanding questions at the end of each lesson

8-Daily Questions/Ice Breakers/Do Nows-brief 5 minute opening questions/review, focus questions

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The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

13-Student Conference: One on one conversation with students to check their level of understanding.

14-3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

15-Observation: Walk around the classroom and observe students as they work to check for learning.

16-Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

17-Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

18-Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I’m not completely sure about _____ (e.g., wave hand).

19-One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

20-Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

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Benchmark:

ELA Research based benchmark

Summative:

Chapter Review worksheet

Map Skill Activities

Section Quizzes

End-of-marking period Assessment/ Performance Task

Unit Test

Culminating Learning Project

End-of-year Assessment

Alternative:

Portfolio

Living History Museum

Conferences

Concept Map

Demonstration Station

Texts and Resources

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- <http://www.freetech4teachers.com/2011/09/interactive-games-and-lesson-about-us.html#.V4-SDVJYXww>
- http://www.archives.gov/exhibits/charters/constitution_transcript.html
- <http://constitutioncenter.org/interactive-constitution> <http://www.history.com/topics/constitution>

Unit #5, Social Studies, The Executive Branch

Course(s): **Social Studies**
Time Period: **February- March**
Status: **Published**

Core Ideas/Enduring Understanding

The fundamental principles of the United States Constitution serve as the foundation of the United States government. The United States government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and opportunity, justice, and property rights. Civic participation and deliberation are the responsibility of every member of society.

Core Ideas:

- Political and civil institutions impact all aspects of people's lives.
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

Essential Questions

1. What constitutional qualifications must the president and vice president meet?
2. How have the candidates for the presidency and vice presidency changed in recent years?
3. What are the 3 roles of the president?
4. Should the president be the leader of his/her political party, why or why not?
5. What types of judges can the president appoint?
6. What makes up the Executive Office of the President?
7. What are the responsibilities of ambassadors?
8. What do you think the president asks cabinet members during a cabinet meeting?
9. How are the Department of Defense and Homeland Security similar?
10. What is an Independent Agency?
11. What is a Regulatory Commission?
12. What is the federal bureaucracy?

NJ Student Learning Standards

6.1.8.CivicsPI.3.a:	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsPI.3.b:	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.2:	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.CivicsPR.3:	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsPR.5:	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.8.CivicsPR.7:	Compare how ideas become laws at the local, state, and national level.

Instructional Activities

- Create a “T” chart listing key features concerning the qualifications and duties of the president and vice president and presidential succession.
- Presidential Media Booklet
- Describe and analyze the different Executive departments
- [Fake Book Template](#)
- Jamboard - Executive Powers and limits
- Google slide presentation of president of choice- including background information; election results; domestic and foreign policies; social events
- Jamboard activity concerning presidential roles.
- Research project on a member of the president’s cabinet
- Organizer concerning the role and responsibilities of independent agencies and regulatory commission.
- Research project concerning one of the independent agencies or regulatory commissions
- [▶ Qualifications for the US Presidency](#)
- [▶ What are the Roles of the US President?](#)
- [▶ Presidential Power: Crash Course Government and Politics #11](#)
- Why the Electoral College Exists- <https://www.youtube.com/watch?v=Q1zmbVcMiEM>

Interdisciplinary Connections

- Art/Technology: Create a map of the electoral college vote for a given president.
- Language Arts: Write an obituary for a deceased president providing accomplishments made throughout his life.
- Math: Choose an election and create a table to show the results broken down by demographics.

Assessment

Formative Assessment:

1-A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

2-Debriefing: A form of reflection immediately following an activity.

3-Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

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5-Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

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Benchmark:

ELA Research based benchmark

Summative:

Chapter Review worksheet

Map Skill Activities

Section Quizzes

End-of-marking period Assessment/ Performance Task

Unit Test

Culminating Learning Project

End-of-year Assessment

Alternative:

Portfolio

Living History Museum

Conferences

Texts and Resources

- United States History, Beginnings to 1877, Holt American Civics, Holt
- <https://app.discoveryeducation.com/learn/search?q=the%20constitution>
- <http://www.freetech4teachers.com/2011/09/interactive-games-and-lesson-about-us.html#.V4-SDVJYXww>
- http://www.archives.gov/exhibits/charters/constitution_transcript.html
- <http://constitutioncenter.org/interactive-constitution> <http://www.history.com/topics/constitution>

Unit #6, Social Studies, The Judicial Branch

Course(s): **Social Studies**

Time Period: **March- April**

Status: **Published**

Core Ideas/Enduring Understanding

The fundamental principles of the United States Constitution serve as the foundation of the United States government. The United States government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and opportunity, justice, and property rights. Civic participation and deliberation are the responsibility of every member of society.

Core Ideas:

- Political and civil institutions impact all aspects of people's lives.
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

Essential Questions

1. Explain the role, functions, and components of the judicial branch of government.
2. What are the 2 basic categories of law?
3. How do laws both guarantee and limit freedom?
4. How are the rights of all US citizens protected by laws and courts?
5. What guarantees help ensure the federal judges are not punished or rewarded for their decisions in cases?
6. Explain the three levels of the federal court system and the duties of each.
7. How many US courts of appeals exist?
8. What is the role of the US Supreme Court?
9. How does the Supreme Court decide to hear a case?
10. In what kinds of cases does the Supreme Court have original jurisdiction?
11. What is the power of judicial review?
12. How has the Supreme Court strengthened constitutional rights?
13. Describe and analyze the major historical Supreme Court cases that have influenced American life.

NJ Student Learning Standards

6.1.8.CivicsPI.3.a:	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsPI.3.b:	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.2:	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.CivicsPR.3:	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsPR.5:	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.8.CivicsPR.7:	Compare how ideas become laws at the local, state, and national level.
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.

Instructional Activities

- Create a “T” chart listing key features concerning the qualifications and duties of the judicial branch
- Supreme Court Justice biographies and research projects
- Jamboard - Judicial Powers and limits
- EdPuzzle
- Judicial Branch in a Flash - ICivics
- Create an organizer explaining sources of law- statutory; common; administrative; constitutional
- Research the importance of the Civil Rights Amendments and Supreme Court Cases connected to these- how have rulings changed overtime.
- “Tiered Cake” diagram of the federal court system incorporating: jurisdiction, organization; rulings.
- Flow concerning the Federal Court System
- Judicial Review- Marbury v. Madison <https://www.youtube.com/watch?v=wNlilK7uuT4>
- Summarize/discuss the 4/5 major Supreme Court cases that changed America
- Decision Making Process Organizer- opinion; concurring opinion; dissenting opinion
- Historical Supreme Court Cases - describe and create a newsletter of its importance
- Digital project/Biography: choose a Supreme Court Justice
- Mock Trial
- Instructional Videos
 - [Judicial Branch Explained](#)
 - [Gideon’s Trumpet](#)
 - [Supreme Court Cases Explained](#)
 - [Civil Law vs. Criminal Law](#)
 - [Supreme Court of the United States Procedures: Crash Course Government and Politics #20](#)
 - [8. Overview of the Federal Court System](#)
 - [The US Federal Court System: What Even ARE the Courts?](#)

Interdisciplinary Connections

- Art/Technology: Create a visual which shows the various courts a case must travel through to get to the Supreme Court.
- Language Arts: Choose a Supreme Court case and write a news broadcast where you follow the case through the judicial system.

Assessment

Formative Assessment:

1-A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

2-Debriefing: A form of reflection immediately following an activity.

3-Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

4-Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written.

5-Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

6-Portfolio Check: Check the progress of a student’s portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student’s achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

7-Essential Questions per lesson-understanding questions at the end of each lesson

8-Daily Questions/Ice Breakers/Do Nows-brief 5 minute opening questions/review, focus questions

9-Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

10-Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

11-Choral Response: In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

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The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

13-Student Conference: One on one conversation with students to check their level of understanding.

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20-Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

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Texts and Resources

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Unit #7, Social Studies, State and Local Government

Course(s): **Social Studies**
Time Period: **May-June**
Status: **Published**

Core Ideas/Enduring Understanding

The federal system of government allows state governments to serve the needs of their citizens while cooperating as a united country. Identify and compare powers of state and local government and describe their importance. Explain how individuals help shape public agendas in their state.

Core Ideas:

- Political and civil institutions impact all aspects of people's lives.
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.
- Political and civil institutions impact all aspects of people's lives.
- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.


Essential Questions

1. What six parts do most state constitutions have?
2. What might happen if state constitutions did not contain an amendment process?
3. What are some ways that state governments cooperate with one another?
4. How are election districts organized today?
5. Who has the power to use an item veto?
6. What are the six steps in the lawmaking process in the state legislatures?
7. What are the three main roles of governors?
8. Name/list the other officials of the state executive branch?
9. How do the state treasurer and state auditor work together to handle funds?
10. Describe the setup of the State Court system.
11. How are state appeals courts and state supreme courts similar?
12. What is the Missouri Plan?

NJ Student Learning Standards

6.1.8.CivicsPI.3.a:	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsPI.3.b:	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.CivicsPR.3:	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsPR.5:	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.8.CivicsPR.7:	Compare how ideas become laws at the local, state, and national level.
6.3.8.CivicsPI.1:	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve
6.3.8.CivicsDP.1:	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
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.

Instructional Activities

- Venn Diagram comparing and contrasting delegated and reserved powers
- Got Reservations - ICivics
- Compare and contrast the format US Constitution to the NJ State Constitution
- Infographics - How state laws are passed?
- Create a new law proposal - group activity
- Research project- organization of NJ Senate and General Assembly
<https://www.njleg.state.nj.us/our-legislature>
- Conduct research on New Jersey symbols- i.e. flag; state bird; state flower
- Graphic Organizer of the governor's duties
- Interview a local government representative
- Organizer concerning powers of county and local government
- Schedule a visit to your local municipal building to see how it functions
- Google slide presentation- research the levels of NJ state court systems
- Instructional Videos
 - State and Local Governments Explained [Brain Pop](#)
 - [State Governments: Reserved Powers](#)
 - [Missouri Plan](#)
 -  United States Governor - Roles and Responsibilities

Interdisciplinary Connections

- Art: Collage of NJ State Symbols with explanation on back due to its meaning.
- Language Arts: article concerning a brief history of your town and its current demographics
- Math: Create a chart: compare and contrast to different election years and show legislative districts.

Assessment

Formative Assessment:

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