

Social Studies education strives to provide learners with the knowledge, skills, attitudes, and perspectives necessary to become active, informed, and contributing members of communities.

Access the full NJ Students Learning Standards for Social Studies here: [Social Studies NJSL](#)

<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: A. Civics, Government, and Human Rights</p>
<p>Era: Revolution and the New Nation (1754-1820s)</p>	
<p>NJCCCS: 6.1.8.A.3.a - Determine Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period. 6.1.8.A.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.A.3.f - Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. 6.1.8.A.3.g - Evaluate the impact of the Constitution and Bill of Rights on current day issues. NJSLS: 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. <ul style="list-style-type: none"> • 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. </p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Political and economic institutions evolve to help individuals and groups accomplish their goals. • A constitution reflects the values and goals of the society that creates it. • A democratic society requires the active participation of its citizens. • Scarcity requires individuals and groups to make choices about goods and services to satisfy their wants. 	

Essential Questions:

- What traditions of representative government did the English settlers bring with them to the New World?
- What are the three main parts of the Constitution?
- How can the Constitution be amended?
- What are the fundamental principles of the Constitution?
- How do political parties influence American politics?

Enduring Understandings:

- The English colonists brought with them ideas about government that had been developing in England for centuries. • The Constitution is this nation's fundamental law.
- The Constitution sets forth the basic principles of government.
- The United States has had a two-party system since its early days as a nation.
- Political parties play a large role in the decisions made by government.
- When dealing with public policy, a community and its leaders must consider many factors in making their plans.
- Solving educational and social problems, including crime, requires the input of all members of a community.
- Many environmental problems that communities face stem from overuse and misuse of natural resources.
- Public policy, or how a community deals with issues, has many sources.
- When ideas for public policy come before a community, leaders must consider many factors.
- Schools today are trying to solve a variety of difficult challenges with innovative solutions.
- Battling crime and ending social problems associated with poverty are two of the biggest challenges governments face. • Protecting the environment is an important issue with which community leaders must deal.
- Sources of pollution include the activities of both industries and individuals.

Knowledge, Skills, and Instructional Objectives:

- Science and the influence of reason lead to new innovations in political thought.
- The American colonists accepted the idea of representative government.
- The Constitution is a remarkable document that serves as an adaptable blueprint for governing the United States.
- The framers wrote the Constitution so that it could be adapted to meet changing needs.

- The Constitution sets forth the basic principles of government.
- The Constitution created a federal system of government. Under federalism, power is divided between national and state governments.
- Political parties play a vital role in our democratic system.
- Throughout American history, additional parties have arisen to influence politics.
- Political parties play a large role in the decisions made by government.
- Democrats and Republicans are organized into fifty state parties and thousands of local parties that operate independently of the national organization.
- Political parties nominate candidates to run for public office.
- In addition to nominate candidates for office, political parties have many other responsibilities.

<p>Instructional Materials/Resources: Textbook, Notes, Worksheets, Graphic Organizers, Journal Articles, Current Events, Guest Speakers, Field Trips Amistad Website</p>	<p>Suggested Vocabulary Enlightenment, Monarch, Legislature, Precedent, Common Law, Natural Rights, Social Contract, Colony, Joint-Stock Company, Charter, Compact, Document, Authority, Grant, Preamble, Legislative Branch, Executive Branch, Judicial Branch, Amendment, Consist, Assume, Popular Sovereignty, Rule of Law, Separation of Powers, Checks and Balances, Expressed Powers, Reversed Powers, Concurrent Powers, Ensure, Assign, Policy, Public Policy, Planning Commission, Short-Term Plan, Long-Term Plan, Infrastructure, Priority, Resource, Master Plan, Convince, Professional, Specific, Charter School, Tuition Voucher, Community Policing, Welfare, Role, Impose, Ratio, Environmentalism, Solid Waste, Landfill, NIMBY, Toxic, Recycle, Conversation, Authority, Attitude, Federal</p> <p>Technology: Computers, Laptops, iPads, Document Camera, Digital Projector, ActivBoard, SAFARI Montage, Study Island, Microsoft Office Suite, Online Databases, Web 2.0 Tools</p> <p>8.1.8.A.4; 8.1.8.C.1</p>
<p>Recommended Instructional Activities: Cooperative Learning, Guided Discovery, Concept Attainment, Integrative Model, Problem-Based Learning, Project-Based Learning, Direct Instruction, Lecture-Discussion, Summarizing and Note Taking, Homework and Practice, Nonlinguistic Representations, Setting Goals, Graphic Organizers</p>	
<p>Extension Strategies/Activities: See Teaching the Gifted and Talented in the Social Studies Classroom</p>	<p>Modification Strategies/Activities: Matching, Sequencing, Verbal Discussion, Creation of Visual Vocabulary Cards, Picture Cards, Multiple Choice, Sorting, Partially Completed Graphic Organizer, Graphic Organizer with Scaffolds, Word Bank, Definitions with Scaffolds, Small Group Discussion, Partially Completed Map, Visual Representation, Visual Cue, Rewording of Questions, Venn Diagram, Role Play</p>
<p>Cross-curricular Connections/Standards: RH.6-8., WHST.6-8, 8.NS, 8.EE, 8.SP, 5.1, 8.1, 9.1, 9.2 21st Century Skills CRP1; CRP3; CRP6; CRP11; CRP12 9.2.8.B.3</p>	
<p>Suggested Assessments: Checklists, Interviews, Journals and Work Samples, Models, Observation, Oral Presentations or Demonstrations, Problem-Solving Based Investigations, Project Tasks, Questioning, Rubric Holistic Scoring, Tests</p>	
<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: D. History, Culture, and Perspectives</p>

Era: Revolution and the New Nation (1754-1820s)

NJCCCS:

6.1.8.D.3.b - Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8.D.3.c - Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

6.1.8.D.3.g - Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

NJSLS:

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.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

Big Ideas:

- Political principals and major events shape how people form governments.
- People form governments to establish order, provide security, and accomplish common goals.
- The Constitution of the United States establishes and protects fundamental rights and liberties.

Essential Questions:

- Why did the delegates to the Second Continental Congress vote to declare independence from Great Britain?

Enduring Understandings:

- The Declaration of Independence explained why the colonies were founding a new nation
- The First Amendment protects five basic freedoms that are essential to the American way of life.
- The first ten amendments to the Constitution describe the rights of American citizens.

Knowledge, Skills, and Instructional Objectives:

- The American colonists began to fight against British control.
- The colonists began to take steps toward independence from Great Britain.
- Soon after ratification of the Constitution, the first Amendment was added to guarantee basic freedoms essential to American democracy.
- All constitutional rights are limited. These limitations are necessary to ensure our other rights are protected. • In addition to the important civil liberties protected by the first Amendment, the other nine amendments in the Bill of Rights guarantee the right to fair legal treatment, as well as other freedoms.
- In addition to the First Amendment freedoms and due process guarantees, the Bill of Rights includes other protections for American citizens.

Instructional Materials/Resources:

Textbook, Notes, Worksheets, Graphic Organizers, Journal Articles, Current Events, Guest Speakers, Field Trips

Suggested Vocabulary

Mercantilism, Boycott, Repeal, Delegate, Independence, Challenge, Restore, Civil Liberties, Censorship, Petition, Slander, Libel, Media, Imply, Search Warrant, Indictment, Grand Jury, Double Jeopardy, Due Process, Eminent Domain, Bail, Proportion, Involve

Technology:

Computers, Laptops, iPads, Document Camera, Digital Projector, ActivBoard, SAFARI Montage, Study Island, Microsoft Office Suite, Online Databases, Web 2.0 Tools

8.1.8.A.4; 8.1.8.C.1

Recommended Instructional Activities:

Cooperative Learning, Guided Discovery, Concept Attainment, Integrative Model, Problem-Based Learning, Project-Based Learning, Direct Instruction, Lecture-Discussion, Summarizing and Note Taking, Homework and Practice, Nonlinguistic Representations, Setting Goals, Graphic Organizers

Extension Strategies/Activities:

See [Teaching the Gifted and Talented in the Social Studies Classroom](#)

Modification Strategies/Activities:

Matching, Sequencing, Verbal Discussion, Creation of Visual Vocabulary Cards, Picture Cards, Multiple Choice, Sorting, Partially Completed Graphic Organizer, Graphic Organizer with Scaffolds, Word Bank, Definitions with Scaffolds, Small Group Discussion, Partially Completed Map, Visual Representation, Visual Cue, Rewording of Questions, Venn Diagram, Role Play

Cross-curricular Connections/Standards:

RH.6-8., WHST.6-8, 8.NS, 8.EE, 8.SP, 5.1, 8.1, 9.1, 9.2
21st Century Skills

CRP1; CRP3; CRP6; CRP11; CRP12
9.2.8.B.3

Suggested Assessments:

Checklists, Interviews, Journals and Work Samples, Models, Observation, Oral Presentations or Demonstrations, Problem-Solving Based Investigations, Project Tasks, Questioning, Rubric Holistic Scoring, Tests

Modifications for SpEd/ESL/Students at Risk/Gifted

Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan or I-Team Intervention Plan, and may include (but not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and /or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aide(s), auditory trainer, sound-field system(which may require teacher use of microphone)
- Be given a written lists of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses to an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table or "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order

- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter paper
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmates

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Strand: A. Civics, Government, and Human Rights

Era: Expanding Exchanges and Encounters (500 -1450 AD)

NJCCCS:

6.2.8.A.4.a - Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.A.4.c - Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.

NJSLS:

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

Big Ideas:

Political and economic institutions evolve to help individuals and groups accomplish their goals.

Essential Questions:

- What traditions of representative government did the English settlers bring with them to the New World?

Enduring Understandings:

- The English colonists brought with them ideas about government that had been developing in England for centuries.

Knowledge, Skills, and Instructional Objectives:

- Science and the influence of reason lead to new innovations in political thought.
- The American colonists accepted the idea of representative government.

Instructional Materials/Resources:

Textbook, Notes, Worksheets, Graphic Organizers, Journal Articles, Current Events, Guest Speakers, Field Trips

Suggested Vocabulary

Enlightenment, Monarch, Legislature, Precedent, Common Law, Natural Rights, Social Contract, Colony, Joint-Stock

<p>Amistad Website</p>	<p>Company, Charter, Compact, Document, Authority, Grant</p> <p>Technology: Computers, Laptops, iPads, Document Camera, Digital Projector, ActivBoard, SAFARI Montage, Study Island, Microsoft Office Suite, Online Databases, Web 2.0 Tools 8.1.8.A.4; 8.1.8.C.1</p>
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- Be given a written lists of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
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- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
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- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
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- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table or “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter paper
- Answer fewer or different test questions

- Create alternate projects or assignments

Curriculum modifications:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmates

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Strand: A. Civics, Government, and Human Rights

NJCCCS:

6.3.8.A.1. - Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. **6.3.8.A.2.** - Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8.A.3. - Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

NJSLS:

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

Big Ideas:

- As American Citizens we, make a commitment to the nation and to the values and principles that are part of the United States democracy.
- Citizens possess certain rights. With citizenship, Americans also have certain responsibilities.
- People form governments to establish order, provide security, and accomplish common goals.
- A constitution reflects the values and goals of the society that creates it.
- The Constitution of the United States establishes and protects fundamental rights and liberties.
- For government to be effective, citizens must fulfill their civic duties and responsibilities.
- The Constitution gives the legislative branch – Congress – the power to make laws.
- The Constitution gives the executive branch the power to execute, or implement, the law.
- Under our federal system, the executive, legislative, and judicial branches share the responsibility of governing the nation.
- The judicial branch is charges with interpreting the law.

Essential Questions:

- What are the rights and duties of citizens?
- How do individuals become citizens?
- What form of government is the United States?
- How is the nation strengthened by its diversity?
- What are the three main parts of the Constitution?
- How can the Constitution be amended?
- What are the fundamental principles of the Constitution? • How do the first ten amendments place strict limits on how the national government can use its power?
- How do citizens contribute to the growth and strength of our nation?
- What are the powers of the legislative branch?
- What are the roles of the president of the United States?
- What are the powers of the judicial branch?

Enduring Understandings:

- In addition to the common values and civic unity, the United States benefits from its rich diversity.
- In the United States, there are two ways to become a citizen: by birth and by a process called naturalization.
- Democratic governments perform necessary functions so citizens can live together peacefully.
- The Constitution is this nation's fundamental law.
- The Constitution sets forth the basic principles of government.
- The First Amendment protects five basic freedoms that are essential to the American way of life.
- The first ten amendments to the Constitution describe the rights of American citizens.
 - As American citizens, we enjoy many rights under our system of government. Along with those rights, we also share many responsibilities. These responsibilities help protect our rights.
- In Congress, members of each party select their own leaders and work mainly in committee to carry out their duties.
- While the Constitution limits the powers of Congress, it also gives Congress the power it needs to conduct business and accomplish its goals.
 - Congress employs many staffers who help with the workload.
- Several complex steps are involved in taking an idea and turning it into a law.
- The president holds one of the most powerful and important elective offices in the world.
- The president fills many different roles.
- The president and Congress have important roles in making foreign policy.
 - Thousands of employees and advisers help the president.
- The levels of federal courts try to ensure that everyone in the United States receives equal justice under the law.
- The different levels of federal courts each deal with a different caseload, ensuring all citizens receive a speedy trial or day in court.

- The Supreme Court's decisions have wide-ranging effects because court justices interpret the meaning of the U.S. Constitution.
- Supreme Court justices weight many factors and go through several complex steps before making a decision.

Knowledge, Skills, and Instructional Objectives:

- Civics is the study of the rights and duties of citizens.
- American society has undergone many changes in the past, and these changes continue today.
- Americans share key values, and these values are reflected in the important institutions of American life. • Even though the United States controls admission of aliens to this country, each year millions of people enter America illegally. • The different levels of government provide many different services.
- The people are the ultimate rulers of democratic countries, while in totalitarian states, a single person or small group holds all the power. • The Constitution is a remarkable document that serves as an adaptable blueprint for governing the United States. • The framers wrote the Constitution so that it could be adapted to meet changing needs.
- The Constitution sets forth the basic principles of government.
- The Constitution created a federal system of government. Under federalism, power is divided between national and state governments.
- Soon after ratification of the Constitution, the first Amendment was added to guarantee basic freedoms essential to American democracy.
- All constitutional rights are limited. These limitations are necessary to ensure our other rights are protected. • In addition to the important civil liberties protected by the first Amendment, the other nine amendments in the Bill of Rights guarantee the right to fair legal treatment, as well as other freedoms.
- In addition to the First Amendment freedoms and due process guarantees, the Bill of Rights includes other protections for American citizens.
- The privilege of U.S. citizenship brings with it certain duties and responsibilities.
- The voluntary responsibilities of U.S. citizens include participating in the political process and being informed.
- Congress is the legislative, or lawmaking, branch of government.
- Much of the actual work of legislating is performed by committees and subcommittees within Congress.
- The Constitution provides that all powers to make laws for the United States government shall be given to Congress.
- The Constitution gives Congress a number of nonlegislative duties.
- The Constitution sets forth the qualification for election to the House and to the Senate.
- The 535 members of Congress have several different but closely related goals.
- Congress considers several different kinds of legislation each year. Most pieces of legislation are in the form of bills.
- To become a law, a bill must be passed in identical form by both chambers of Congress.
- The office of the president has an established order of succession.
- The source for the president's authority is Article II of the Constitution.
- The president fills many roles that are important to the functioning of the United States government.
- As commander in chief and chief diplomat, the president leads the nation's armed forces and directs U.S. foreign policy.
- The executive branch is made up of time advisers and assistants who help the president carry out major duties. • The cabinet is an advisory group chosen by the president to help accomplish the work of the executive branch. • The federal bureaucracy has grown over the years and assumes an important role in making public policy. • The courts that make up the judicial branch try to ensure that our nation's laws are justly enforced.
- The Constitution gives the federal courts the authority to hear and decide certain types of cases.
- There are three types of federal courts: district courts, courts of appeals, and the Supreme Court.
- Federal judges interpret the laws and protect the rights the Constitution guarantees.
- The Supreme Court is composed of nine justices: the chief justice of the United States and eight associate justices.
- The Supreme Court is the final court to which anyone can appeal a legal decision.
- The Supreme Court is not required to hear all cases presented before it and carefully chooses which cases it will consider. • The law, social conditions, and legal and personal views are among the factors that influence the decisions of the Supreme Court.

Instructional Materials/Resources:

Textbook, Notes, Worksheets, Graphic Organizers, Journal Articles, Current Events, Guest Speakers, Field Trips

Suggested Vocabulary

Civics, Citizenship, Citizen, Service Economy, Value, Popular Sovereignty, Institution, Diverse, Ethnic, Principle, Preamble, Legislative Branch, Executive Branch, Judicial Branch, Amendment, Consist, Assume, Rule of Law, Separation of Powers, Checks and Balances, Expressed Powers, Reserved Powers, Concurrent Powers, Ensure, Assign, Civil Liberties, Censorship, Petition,

	<p>Slander, Libel, Media, Imply, Search Warrant, Indictment, Grand Jury, Double Jeopardy, Due Process, Eminent Domain, Bail, Proportion, Involve, Responsibility, Duty, Draft, Tolerance, Global, Income, Bicameral, Census, Constituent, Gerrymander, Majority Party, Minority Party, Standing Committee, Seniority, Occur, Adjust, Implied Powers, Elastic Clause, Impeach, Writ of Habeas Corpus, Bill of Attainder, Ex Post Facto Law, Regulate, Franking Privilege, Lobbyist, Casework, Pork-Barrel Project, Complex, Estimate, Joint Resolution, Special-Interest Group, Filibuster, Cloture, Voice Vote, Standing Vote, Roll-Call Vote, Veto, Pocket Veto, Element, Category, Electoral College, Elector, Display, Outcome, Executive Order, Pardon, Reprieve, Amnesty, Require, Impact, Policy, Foreign Policy, National Security, Treaty, Executive Agreement, Ambassador, Trade Sanction, Embargo, Method, Target, Cabinet, Federal Bureaucracy, Independent Agency, Government Corporation, Political Appointee, Civil Service Worker, Civil Service System, Spoils System, Merit System, Monitor, Role, Circuit, Jurisdiction, Exclusive Jurisdiction, Concurrent Jurisdiction, Acknowledge, Circumstance, District Court, Original Jurisdiction, Appeals Court, Appellate Jurisdiction, Remand, Opinion, Precedent, Affect, Submit, Judicial Review, Constitutional, Philosophy, Conflict, Docket, Brief, Majority Opinion, Unanimous Opinion, Concurring Opinion, Dissenting Opinion, Stare Decisis, Communicate, Attitude</p>
	<p>Technology: Computers, Laptops, iPads, Document Camera, Digital Projector, ActivBoard, SAFARI Montage, Study Island, Microsoft Office Suite, Online Databases, Web 2.0 Tools</p>
<p>Recommended Instructional Activities: Cooperative Learning, Guided Discovery, Concept Attainment, Integrative Model, Problem-Based Learning, Project-Based Learning, Direct Instruction, Lecture-Discussion, Summarizing and Note Taking, Homework and Practice, Nonlinguistic Representations, Setting Goals, Graphic Organizers</p>	
<p>Extension Strategies/Activities: See Teaching the Gifted and Talented in the Social Studies Classroom</p>	<p>Modification Strategies/Activities: Matching, Sequencing, Verbal Discussion, Creation of Visual Vocabulary Cards, Picture Cards, Multiple Choice, Sorting, Partially Completed Graphic Organizer, Graphic Organizer with Scaffolds, Word Bank, Definitions with Scaffolds, Small Group Discussion, Partially Completed Map, Visual Representation, Visual Cue, Rewording of Questions, Venn Diagram, Role Play</p>
<p>Cross-curricular Connections/Standards: RH.6-8., WHST.6-8, 8.NS, 8.EE, 8.SP, 5.1, 8.1, 9.1, 9.2 9.2.8.B.3</p>	
<p>Suggested Assessments: Checklists, Interviews, Journals and Work Samples, Models, Observation, Oral Presentations or Demonstrations, Problem-Solving Based Investigations, Project Tasks, Questioning, Rubric Holistic Scoring, Tests</p>	
<p>6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<p>Strand: B. Geography, People, and the Environment</p>

NJCCCS:

6.3.8.B.1 - Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

NJSLS:

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.

Big Ideas:

- Citizen participation is essential to the foundation and preservation of the U.S. political system.
- Under our federal system, power is shared between the national government and the state governments.
- The Constitution gives the legislative branch – Congress – the power to make laws.
- The Constitution gives the executive branch the power to execute, or implement, the law.

- The judicial branch is charged with interpreting the law.
- People form governments to establish order, provide security, and accomplish common goals.
- Political and economic institutions evolve to help individuals and groups accomplish their goals.
- A democratic society requires the active participation of its citizens.
- Scarcity requires individuals and groups to make choices about goods and services to satisfy their wants.

Essential Questions:

- Why is volunteerism important?
- How are states responsible for the public health, safety, and welfare of its citizens?
- What are the different forms of city governments?
- What is the role of county government?
- How do local government leaders deal with issues that affect entire communities?
- What issues do local governments face?
- How do local governments protect the environment?

Enduring Understandings:

- Good citizenship does not depend on each of us doing only what we are required to do by law. The American ideal of citizenship has always stressed each citizen's responsibility to participate in his or her community.
- Our federal system also establishes a special relationship between the national government and those of the individual states.
- State governments, which generally mirror the federal government in organization, address problems closer to citizens.
- Like the president on the national level, governors are chief executives of the states.
- Different levels of state courts administer justice.
- A variety of forms of city government has been developed to meet different needs.
 - County governments somewhat mirror city governments, but also meet different needs and provide different services.
 - Town meetings and township governments developed early in U.S. history and have remained active to the present.
- When dealing with public policy, a community and its leaders must consider many factors in making their plans.
- Solving educational and social problems, including crime, requires the input of all members of a community.
- Many environmental problems that communities face stem from overuse and misuse of natural resources.

Knowledge, Skills, and Instructional Objectives:

- By volunteering, we make our communities better places to love, gain new opportunities to solve problems, and learn new things.
- Young people can make a difference by volunteering.
- The U.S. Constitution created a federal system of government in which the central government and state governments share power.
- While differing in details, all state constitutions share many characteristics.
- State legislatures pass the laws that govern the states.
- Today's state governments face many difficult challenges.
- Top officials in charge of executive departments assist the governor.
- Most legal matters within a state are handled by the state's court system.
- State judges can be elected appointed, or chosen in a way that combines both methods.
- Local governments are created by the states.
- A common form of city government features an executive and a legislature.
- Two other local government types are the council-manager and the commission.
- The nation's more than 3,000 counties show great variety in size, population, and government.
- County governments perform many different duties and provide an array of services to residents.
- New England town government is one of the oldest forms of government in the United States.
- Townships and villages are the smallest units of local government.
- Public policy, or how a community deals with issues, has many sources.
- When ideas for public policy come before a community, leaders must consider many factors.
- Schools today are trying to solve a variety of difficult challenges with innovative solutions.
- Battling crime and ending social problems associated with poverty are two of the biggest challenges governments face.
- Protecting the environment is an important issue with which community leaders must deal.
- Sources of pollution include the activities of both industries and individuals.

Instructional Materials/Resources:

Suggested Vocabulary

Textbook, Notes, Worksheets, Graphic Organizers, Journal Articles, Current Events, Guest Speakers, Field Trips

Bureaucracy, Welfare, Volunteerism, Percent, Register, Domestic, Annual, Federal System, Reserved Powers, Concurrent Powers, Grants-in-Aid, Consent, Expanded, Unicameral, Bicameral, Census, Apportion, Malapportionment, Revise, Whereas, Line Item Veto, Commute, Parole, Issue, Guideline, Justice of the Peace, Misdemeanor, Magistrate Court, Civil Case, Plaintiff, Defendant, Felony, Portion, Intermediate, Confirm, Incorporate, City Charter, Home Rule, Ordinance, Strong-Mayor System, Weak-Mayor System, At-Large Election, Special District, Metropolitan Area, Suburb, Dominate, Furthermore, Reluctant, County, County Seat, Levy, Estimate, Town, Town Meeting, Township, Village, Complex, Similar, Decline, Policy, Public Policy, Planning Commission, Short Term Plan, Long-Term Plan, Infrastructure, Priority, Resource, Master Plan, Convince, Professional, Specific, Charter School, Tuition Voucher, Community Policing, Role, Impose, Ratio, Environmentalism, Solid Waste, Landfill, NIMBY, Toxic, Recycle, Conversation, Authority, Attitude, Federal

Technology:

Computers, Laptops, iPads, Document Camera, Digital Projector, ActivBoard, SAFARI Montage, Study Island, Microsoft Office Suite, Online Databases, Web 2.0 Tools
8.1.8.A.4; 8.1.8.C.1

Recommended Instructional Activities:

Cooperative Learning, Guided Discovery, Concept Attainment, Integrative Model, Problem-Based Learning, Project-Based Learning, Direct Instruction, Lecture-Discussion, Summarizing and Note Taking, Homework and Practice, Nonlinguistic Representations, Setting Goals, Graphic Organizers

Extension Strategies/Activities:

See [Teaching the Gifted and Talented in the Social Studies Classroom](#)

Modification Strategies/Activities:

Matching, Sequencing, Verbal Discussion, Creation of Visual Vocabulary Cards, Picture Cards, Multiple Choice, Sorting, Partially Completed Graphic Organizer, Graphic Organizer with Scaffolds, Word Bank, Definitions with Scaffolds, Small Group Discussion, Partially Completed Map, Visual Representation, Visual Cue, Rewording of Questions, Venn Diagram, Role Play

Cross-curricular Connections/Standards:

RH.6-8., WHST.6-8, 8.NS, 8.EE, 8.SP, 5.1, 8.1, 9.1, 9.2

21st Century Skills

CRP1; CRP3; CRP6; CRP11; CRP12

9.2.8.B.3

Suggested Assessments:

Checklists, Interviews, Journals and Work Samples, Models, Observation, Oral Presentations or Demonstrations, Problem-Solving Based Investigations, Project Tasks, Questioning, Rubric Holistic Scoring, Tests

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Strand: C. Economics, Innovation, and Technology

NJCCCS:

6.3.8.C.1 - Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.

NJSLS:

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.

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.

Big Ideas:

- An economic system is the way a society organizes the production and consumption of goods and services. • The basis of the market economy is voluntary exchange. In the American economy, the exchange usually involves money in return for a good or service.
- Free enterprise is the freedom of individuals and businesses to operate and compete with a minimum of government interference or regulation.

- You and everyone around you are consumers and, as such, play an important role in the economic system. • We all make economic choices. Opportunity cost, scarcity, and supply and demand influence the decisions we make. • The exchange of goods and services helps create economic interdependence among people in different places and different countries. • Political and economic institutions evolve to help individuals and groups accomplish their goals.

Essential Questions:

- How do individuals and governments face the fundamental economic problem of scarcity?
- What is the difference between a trade-off and opportunity cost?
- What are the four factors of production necessary to produce goods and services?
- How do economists use the circular flow model to study a market economy?
- What economic rights and protections do consumers enjoy?
- Why should people be responsible spenders?
- What are the different types of income?
- How do you create a budget to match expenses to income?
- How can you achieve your financial goals?
- What is global interdependence?
- Why are economic inequality and between nations and the destruction of the environment two of the biggest global challenges?
- What is the goal of the United Nations?

Enduring Understandings:

- Economics is the study of how we make decisions in a world in which resources are limited as well as the study of how things are made, bought, sold, and used.
- Economic decision making requires us to understand all the different costs and all the benefits of a choice?
- Four different key factors of production are necessary to produce goods and services.
- Economic growth occurs when a nation's total output of goods and services, flowing in a circular motion among several sectors, increases.
- The American economic system is the most successful system in the history of the world.
- As a consumer and a citizen, you will make many economic decisions every day.
- Following a budget can be valuable to you.
- It is important for financial security to start the habit of saving.
- Our personal interests, wants, and abilities affect our career choices.
- We live today in an era of a global economy, in which countries depend on one another for goods, services, and natural resources.
- The United Nations was formed to promote common aims of the world's countries and has won some successes, but has suffered some failures as well.

Knowledge, Skills, and Instructional Objectives:

- The limits on, or scarcity of, resources forces people to make careful economic choices.
- Economic decision making requires us to understand all the costs and all the benefits of a choice.
- Economists have developed ways of measuring different types of costs and revenues.
- GDP is the total value of all the final goods and services produced in a country in one year.
- Resources, goods and services, and money flow in a circular motion among several factors.
- Economic growth occurs when a nation's total output of goods and services from all economic areas increases. • The economic system of the United States is known as capitalism, in which private citizens own and use the factors of production to see a profit.
- Capitalism developed gradually in Europe and had a powerful influence on America's constitutional Framers.
- To make good economic decisions as consumers, we need to be aware of our rights and responsibilities. • In addition to rights, consumers also have responsibilities.
- Buying a product or service costs more than money; it also costs the time it takes to make the purchase and the opportunity cost of not buying something else.
- Making and following a budget can help organize your financial life.
- Credit can be a valuable item in your financial toolbox; however, as with all tools, you have to know how to use it correctly. • Saving part of your income is the key to meeting many of your short-term and long-term financial goals.
- A variety of options is available to allow you to save money.
- Making wise investments in a variety of stocks and bonds is an important part of achieving long-term financial goals.
- Careful spenders avoid pitfalls, such as impulse buying, on their way to meeting their financial goals.
- The buying decisions you can make have a major impact on your life and career choices.
- We live today in an era of global economic interdependence, in which countries depend on one another for goods, services, and natural resources.
- The world community faces many serious global problems.
- The United Nations was formed to promote the common aims of the world's countries.

Instructional Materials/Resources:**Suggested Vocabulary**

<p>Textbook, Notes, Worksheets, Graphic Organizers, Journal Articles, Current Events, Guest Speakers, Field Trips</p>	<p>Need, Want, Economics, Microeconomics, Macroeconomics, Economic Model, Economic System, Resource, Scarcity, Rational, Capable, Generate, Trade-Off, Opportunity Cost, Marginal Cost, Marginal Benefit, Cost-Benefit Analysis, Previous, Compute, Diminish, Goods, Services, Factors of Production, Natural Resources, Labor, Capital, Entrepreneur, Gross Domestic Product (GDP), Standard of Living, Output, Innovative, Market, Factor Market, Product Market, Productivity, Specialization, Division of Labor, Economic Interdependence, Sector, Consume, Input, Capitalism, Free Enterprise, Consumer Sovereignty, Private Property Rights, Competition, Profit, Profit Motive, Voluntary Exchange, Laissez-Faire Economics, Accumulate, Dispose, Incentive, Consumer, Disposable Income, Discretionary Income, Consumerism, Comparison Shopping, Warranty, Reject, Alternative, Budget, Income, Expense, Credit, Annual Percentage Rate (APR), Collateral, Bankruptcy, Exceed, Status, Save, Interest, Principal, Return, Stock, Dividend, Bond, Mutual Fund, Establish, Fund, Interval, Impulse Buying, Evaluate, Commit, Eliminate, Protectionism, Acid Rain, Conservation, Refugee, Cooperate, Access, Internationalism, Charter, Globalization, Multinationalism, Maintain, Promote, Mutual</p>
	<p>Technology: Computers, Laptops, iPads, Document Camera, Digital Projector, ActivBoard, SAFARI Montage, Study Island, Microsoft Office Suite, Online Databases, Web 2.0 Tools</p> <p>8.1.8.A.4; 8.1.8.C.1</p>
<p>Recommended Instructional Activities: Cooperative Learning, Guided Discovery, Concept Attainment, Integrative Model, Problem-Based Learning, Project-Based Learning, Direct Instruction, Lecture-Discussion, Summarizing and Note Taking, Homework and Practice, Nonlinguistic Representations, Setting Goals, Graphic Organizers</p>	
<p>Extension Strategies/Activities: See Teaching the Gifted and Talented in the Social Studies Classroom</p>	<p>Modification Strategies/Activities: Matching, Sequencing, Verbal Discussion, Creation of Visual Vocabulary Cards, Picture Cards, Multiple Choice, Sorting, Partially Completed Graphic Organizer, Graphic Organizer with Scaffolds, Word Bank, Definitions with Scaffolds, Small Group Discussion, Partially Completed Map, Visual Representation, Visual Cue, Rewording of Questions, Venn Diagram, Role Play</p>
<p>Cross-curricular Connections/Standards: RH.6-8., WHST.6-8, 8.NS, 8.EE, 8.SP, 5.1, 8.1, 9.1, 9.2 21st Century Skills CRP1; CRP3; CRP6; CRP11; CRP12 9.2.8.B.3</p>	
<p>Suggested Assessments: Checklists, Interviews, Journals and Work Samples, Models, Observation, Oral Presentations or Demonstrations, Problem-Solving Based Investigations, Project Tasks, Questioning, Rubric Holistic Scoring, Tests</p>	
<p>6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<p>Strand: D. History, Culture, and Perspectives</p>

NJCCCS:

6.3.8.D.1 - 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.

NJSLS:

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.

Big Ideas:

• Political and economic institutions evolve to help individuals and groups accomplish their goals.

- Political, social, religious, and economic changes influence the way Americans think and act.
- Political principals and major events shape how people form governments.
- A constitution reflects the values and goals of the society that creates it.
- Political and economic institutions evolve to help individuals and groups accomplish their goals.
- The right to vote is one of the fundamental rights of citizens in a democratic society.
- A successful democracy is built on an informed electorate.
- Economic, social, and political changes create new traditions, values, and beliefs.

Essential Questions:

- What traditions of representative government did the English settlers bring with them to the New World?
- Why did the delegates to the Second Continental Congress vote to declare independence from Great Britain?
- Why did the national government have to be strengthened?
- What disagreements arose during the Constitutional Convention?
- How did the delegates come to a compromise and approve the Constitution?
- What are the civil rights Americans fought for during the twentieth century?
- How do political parties influence American politics?
- Why is voting an important right and responsibility?
- How are election campaigns and elections organized?
- What is the Universal Declaration of Human Rights?

Enduring Understandings:

- The English colonists brought with them ideas about government that had been developing in England for centuries. The English established thirteen colonies along the East Coast of North America.
- The English colonists created a prosperous economy and learned to govern themselves.
- The Declaration of Independence explained why the colonies were founding a new nation.
- Americans faced the task of forming independent governments at both the state and national levels.
- American leaders decided that a new Constitution was needed.
- Some Americans have not always enjoyed the full rights of United States citizens.
- In the 1950s and 1960s, many African Americans began an organized fight for their rights as citizens.
- The United States has had a two-party system since its early days as a nation.
- Political parties play a large role in the decisions made by government.
- Voting is a basic political right of all U.S. citizens who meet certain qualifications set by law.
- The success of an election campaign depends on the people who organize it.
- The sophisticated vote-getting techniques that candidates use have made campaigning very expensive.
- In spite of important advances around the world for human rights and democracy, many people still do not live in freedom.

Knowledge, Skills, and Instructional Objectives:

- Science and the influence of reason lead to new innovations in political thought.
- The American colonists accepted the idea of representative government.
- The English established thirteen colonies along the East Coast of North America.
- Throughout the colonies, people adapted their traditions to the new conditions of life in America.
- The people in the colonies developed different ways of living.
- The colonies contributed to grow and developed their own culture and beliefs.
- The American colonists began to fight against British control.
- The colonists began to take steps toward independence from Great Britain.
- The Declaration of Independence used traditional English political rights to call for independence for the colonies.
- The weaknesses of the Articles of Confederation created problems for the country.
- American leaders decided to create a new plan of government.
- Many of the provisions of the Constitution were arrived at through a series of compromises.
- Writing the new Constitution and getting the American people to approve it was not an easy task.
- The Thirteenth, Fourteenth, and Fifteenth Amendments are called the Civil War Amendments because they grew out of that war.
- Amendments added to the Constitution in the twentieth century deal with a wide range of topics.
- Although amendments to the Constitution guaranteed rights to Americans, African Americans and other groups still did not enjoy civil liberties.
- The struggle for equality in America has persisted and has extended to include many groups.

- Political parties play a vital role in our democratic system.
- Throughout American history, additional parties have arisen to influence politics.
- Political parties play a large role in the decisions made by government.
- Democrats and Republicans are organized into fifty state parties and thousands of local parties that operate independently of the national organization.
- Political parties nominate candidates to run for public office.
- In addition to nominate candidates for office, political parties have many other responsibilities.
- The right to vote is the foundation of American democracy.
- Voting is a basic political right of all U.S. citizens who meet certain qualifications set by law.
- Through our vote, we directly participate in governing.
- There are different types of elections in the United States Political System.
- Presidential elections have three major steps: (1) nomination of candidates, (2) the campaign, and (3) the vote.
- Running for public office is the first step in the election process.
- Candidates spend considerable time and effort raising campaign funds.
- Although basic human rights have spread to more countries, they are still not respected in many parts of the world. • Democracy has spread to more countries over the last fifty years, aided by support from democrat nations and the collapse of the Soviet Union.

<p>Instructional Materials/Resources: Textbook, Notes, Worksheets, Graphic Organizers, Journal Articles, Current Events, Guest Speakers, Field Trips</p>	<p>Suggested Vocabulary Enlightenment, Monarch, Legislature, Precedent, Common Law, Natural Rights, Social Contract, Colony, Joint-Stock Company, Charter, Compact, Document, Authority, Grant, Proprietary Colony, Royal Colony, Religious Dissenters, Puritans, Pilgrims, Toleration, Indentured Servant, Plantation, Triangular Trade, Acquire, Decade, Tidewater, Egalitarianism, Adapt, Assists, Mercantilism, Boycott, Repeal, Delegate, Independence, Challenge, Restore, Constitution, Bicameral, Confederation, Ratify, Convert, Area, Impact, Preamble, Constitutional Convention, Great Compromise, Three-Fifths Compromise, Electoral College, Federalists, Federalism, Anti Federalists, Process, Despite, Suffrage, Poll Tax, Violate, Specify, Discrimination, Segregation, Civil Rights, Affirmative Action, Racial Profiling, Section, Gender, Political Party, Two-Party System, Third Party, Platform, Plank, Stress, Promote, National Committee, Caucus, Precinct, Ward, Political Machine, Direct Primary, Closed Primary, Open Primary, Plurality, Majority, Petition, Range, Adjacent, Polling Place, Ballot, Absentee Ballot, Return, Exit Poll, Electorate, Apathy, Ultimate, Devote, Initiative, Proposition, Referendum, Recall, Elector, Winner-Take-All, System, Issue, Odd, Propaganda, Political Action Committee (PAC), Soft Money, Incumbent, Image, Fee, Human Rights, Tribunal, Genocide, Apartheid, Sanction, Satellite, Cold War, Commission, Adequate, Policy</p> <p>Technology: Computers, Laptops, iPads, Document Camera, Digital Projector, ActivBoard, SAFARI Montage, Study Island, Microsoft Office Suite, Online Databases, Web 2.0 Tools</p> <p>8.1.8.A.4; 8.1.8.C.1</p>
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<p>Recommended Instructional Activities: Cooperative Learning, Guided Discovery, Concept Attainment, Integrative Model, Problem-Based Learning, Project-Based Learning, Direct Instruction, Lecture-Discussion, Summarizing and Note Taking, Homework and Practice, Nonlinguistic Representations, Setting Goals, Graphic Organizers</p>	
<p>Extension Strategies/Activities: See Teaching the Gifted and Talented in the Social Studies Classroom</p>	<p>Modification Strategies/Activities: Matching, Sequencing, Verbal Discussion, Creation of Visual Vocabulary Cards, Picture Cards, Multiple Choice, Sorting, Partially Completed Graphic Organizer, Graphic Organizer with Scaffolds, Word Bank, Definitions with Scaffolds, Small Group Discussion,</p>

	<p>Partially Completed Map, Visual Representation, Visual Cue, Rewording of Questions, Venn Diagram, Role Play</p>
<p>Cross-curricular Connections/Standards: RH.6-8., WHST.6-8, 8.NS, 8.EE, 8.SP, 5.1, 8.1, 9.1, 9.2 21st Century Skills CRP1; CRP3; CRP6; CRP11; CRP12 9.2.8.B.3</p>	

Suggested Assessments:

Checklists, Interviews, Journals and Work Samples, Models, Observation, Oral Presentations or Demonstrations, Problem-Solving Based Investigations, Project Tasks, Questioning, Rubric Holistic Scoring, Tests

Modifications for SpEd/ESL/Students at Risk/Gifted

Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan or I-Team Intervention Plan, and may include (but not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and /or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aide(s), auditory trainer, sound-field system(which may require teacher use of microphone)
- Be given a written lists of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses to an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table or "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter paper
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmates

8th Grade Social Studies Enrichment (Service Learning)

