

**YOU AND THE LAW**  
**SOCIAL STUDIES GRADE 7**  
**ENRICHMENT**

THE EWING PUBLIC SCHOOLS

2099 Pennington Road

Ewing, NJ 08618

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Revised: Social Studies Department

Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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This is designed as a semester-long course that will be taught every other day for a total of 45 days. Each class period is 42 minutes long.

## **Preface**

This enrichment class provides students the opportunity to review the rights provided them through the United States Constitution and then to see how our rights are protected under that document. The course will then allow students to examine current issues from today's headlines, such as gun control, censorship, immigration reform as well as civil liberty issues.

## **21st Century Life and Careers**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

### [The 12 Career Ready Practices](#)

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

## **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

## **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

## **9.3 Career and Technical Education**

Technology Integration

### [8.1 Educational Technology](#)

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

## 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration - The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects (6-8)

## **Unit 1: Introduction to the Constitution (15 Days)**

### **Why Is This Unit Important?**

This unit will introduce the students to their constitutional rights, which will be the basis for the remainder of the course. Key U.S. Supreme Court cases will be presented and discussed.

### **Enduring Understandings:**

- Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- Evaluate important Supreme Court decisions in order to build a foundation for current Constitutional Challenges.

### **Essential Questions:**

- How does the Constitution protect individual rights?
- Who is protected under the Constitution?
- What role does the Supreme Court play in protecting people's rights?

### **Acquired Knowledge**

- The Constitution protects individual rights through the Bill of Rights.
- People living in the United States are protected under the constitution.
- Important Supreme Court decisions help to protect individual freedoms.

### **Acquired Skills:**

- Discuss the Constitution and its importance.
- Understand the components in detail using graphic organizers and interactive activities.
- Research and debate key Supreme Court decisions.

### **Assessments:**

Formative Assessment:

- Debate Topic: What do you feel is the most important Constitutional amendment in the Bill of Rights? Sides/Perspective
- Debate Topic: What do you feel is the most important Supreme Court decision prior to 1900? Sides/Perspective
- Open discussion on relationship between Bill of Rights and current issues. Sides/Perspective

#### Summative Assessment:

- Research Simulation Task

#### Benchmark Assessment:

- Unit Test: Multiple Choice, Short Response, Essay

#### Alternative Assessment:

- Modified Unit Test

### **Instructional Resources:**

#### Core:

- Aten, Jerry. Our Living Constitution. Good Apple Publishing.
- Coletti, Sharon and Kendra Corr. The Constitution. I Think InspirEd Educators, 2010, <http://inspirededucators.com>

#### Supplemental:

- Oppen, Ceri. Hopes, Needs, Rights and Law Books. Crabtree Publishing, 2010
- Smithsonian Institute, Washington, D.C., <http://www.smithsonianeducation.org>
- U.S. Constitution Center, Philadelphia, PA, <http://constitutioncenter.org>
- School databases

### **Extensions**

- Research specific Supreme Court decisions; i.e., Dred Scott , Miranda v. Arizona, Brown v. Board of Education

### **Interdisciplinary Connections:**

- Reading strategies such as cause and effect, compare and contrast (Language Arts)
- Analyzing pictures (Language Arts)
- Reading informational text (Language Arts)

**2020 NJCS:**

- 6.1.8.CivicsPI.3.a
- 6.1.8.CivicsPI.3.b
- 6.1.8.CivicsPI.3.d
- 6.1.8.CivicsPD.3.a
- 6.3.8.CivicsPR.2.a
- 6.1.8.CivicsDP.3.a
- 6.1.8.CivicsHR.3.a
- 6.1.8.CivicsHR.3.b
- 6.1.8.CivicsHR.3.c
- 6.3.8.CivicsDP.2.a
- 6.3.8.CivicsDP.3.a
- 6.1.8.HistoryCC.3.d
- 6.1.8.HistorySE.3.a

Reading Standards for Literacy in History/Social Studies: Grades 6-8:

- ELA-Literacy.RH.6-8.1-2, 4-5, 7-9

Writing Standards for Literacy in History/Social Studies: Grades 6-8:

- ELA-Literacy.WHST.6-8.2, 7-9

**Technology Integration:**

- Internet research
- Google Earth
- Google Maps
- Microsoft Office Suite (Word, Publisher)
- School databases (EBSCO etc.)

## **Unit 2: Immigration (15 Days)**

### **Why Is This Unit Important?**

This unit will present the history of American Immigration from the 1800s to the present. Students will learn about early immigration from Europe, as well as immigration movements from other areas of the world. Current issues regarding immigration will be explored.

### **Enduring Understandings:**

- How people overcame many challenges to come to the United States.
- What criteria was/is necessary to enter the country.
- Not all Americans accepted people from other countries.

### **Essential Questions:**

- Why did people immigrate to the United States (push/pull factors)?
- How do people become American citizens?
- How did/do Americans feel about immigrants entering the country?

### **Acquired Knowledge:**

- The push/pull factors for people immigrating to the United States.
- Requirements to enter and remain in the United States.
- How someone becomes an American citizen.

### **Acquired Skills:**

- Read information text on immigration issues.
- Write a pro/con essay on immigration laws.
- Debate immigration issues.
- Compare/Contrast: past immigration laws vs. today's immigration issues

### **Assessments:**

Formative Assessment:

- Debate/Discuss Topic: What are the important issues pertaining to current immigration laws?
- Map analysis
- Read and annotate immigrant narratives

Summative Assessment:

- Unit Test: Multiple Choice, Short Response, essay



#### Benchmark Assessment:

- Performance Task: Create a skit that reflects the process for entering the US in the early 1900s/today.

#### Alternative Assessment:

- Modified Unit Test

#### **Interdisciplinary Connections:**

- Reading strategies such as cause and effect, compare and contrast, graphic organizers
- Analyzing pictures
- Reading informational text – immigration primary sources

#### **Suggested Learning Activities:**

- Study guides for unit test
- Review games
- Copy of notes for slow writers to use and return to teacher
- Fill-in-the-blank chapter note sheets for lower learners and IEP students
- Highlight key words on quizzes and tests
- Assign certain reading passages to lower level students ahead of reading aloud for students to practice on their own

#### **Instructional Resources:**

##### Core:

- Coletti, Sharon and Kendra Corr. Civic Participation. I Think InspirEd Educators
- Coletti, Sharon and Kendra Corr. The Constitution, I Think InspirEd Educators

##### Supplemental:

- Oppen, Ceri. Hopes, Needs, Rights and Law Book. Crabtree Publisher, 2010
- Oppen, Ceri. Pushes and Pulls. Crabtree Publisher, 2010
- School databases

**Extensions:**

- Research immigration issues and immigration reform
- Integrate current events
- Building a wall on the Southern border
- Role of new immigrants in society

**2020 NJSLs:**

- 6.1.12.CivicsDP.5.a
- 6.1.12.EconEM.5.a
- 6.1.12.GeoPP.5.a
- 6.1.12.GeoHE.5.a
- 6.1.12.HistoryCC.5.a
- 6.1.12.HistoryUP.5.a

**Technology Integration:**

- Internet Research
- Google Earth
- Google Maps
- Microsoft Office Suite (Word, Publisher)

## **Unit 3: Civil Liberties (15 Days)**

### **Why Is This Unit Important?**

This unit will allow students to investigate rights or freedoms given to Americans by the Constitution, by common law or legislation. These freedoms range from the freedom to assemble, speak and worship, as well as the right to use facilities, the right to an equal education and the right to participate in government.

### **Enduring Understandings:**

- Societies require rules, laws and government.
- Laws change to meet the needs of the people.
- People influence the changing of laws through rights granted to them by the Constitution.

### **Essential Questions:**

- How have Americans challenged laws that violated their civil liberties?
- How are young people protected by the Constitution?
- How have laws changed to reflect changes in society?

### **Acquired Knowledge**

- Amendments to the Constitution provided rights to African Americans and women.
- The Civil Rights and Women's Suffrage Movements advanced for these two groups.
- People are protected from illegal search and seizures.

### **Acquired Skills:**

- Present an argument in favor of or opposed to gun control.
- Compare and contrast changes in women's rights and the rights of African-Americans.
- Identify Supreme Court decisions that address searches and seizures.

### **Assessments**

Formative Assessment:

- Discussion: How have the rights of women and African Americans changed over time?
- Living Time Line: Create a living time line for a selected time period.

#### Summative Assessment:

- Unit Test: Multiple Choice, Short Response, Essay

#### Benchmark Assessment:

- Performance Task: Role play a conversation between two leaders of the Civil Rights and Women's Rights movements

#### Alternative Assessment:

- Modified Unit Test

#### **Instructional Resources:**

##### Core:

- Coletti, Sharon and Kendra Corr. Civic Participation. I Think InspirEd Educators
- Coletti, Sharon and Kendra Corr. The Constitution, I Think InspirEd Educators

##### Supplemental:

- Smithsonian Institute, Washington, D.C., <http://www.smithsonianeducation.org/lessonplans/history>
- US Constitution Center, Philadelphia, PA., <HTTP://www.constitutioncenter.org>

#### **Extensions:**

- Compare and contrast the Alien and Sedition Acts to a current civil liberties issue.

#### **Interdisciplinary Connections:**

- Main Idea Graphic Organizer (Language Arts)
- Analyzing pictures
- Poster Project (Art)

**2020 NJCS:**

- 6.1.8.CivicsHR.3.a
- 6.1.12.HistoryCC.12.c
- 6.1.12.CivicsDP.13.a
- 6.1.12.HistoryCC.14.b

**Technology Integration:**

- Internet Research
- Google Earth
- Google Maps
- Microsoft Office Suite (Word, Publisher)

## Sample Standards Integration

### **21st Century Skills & Career Readiness Practices**

**CRP1. Act as a responsible and contributing citizen and employee.**

**CRP2. Apply appropriate academic and technical skills.**

**CRP3. Attend to 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.**

**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.**

For Example: Throughout the course students are required to demonstrate all of the above skills as they apply viable research strategies, evaluate data, close-read content-specific text, communicate in multiple ways, and effectively employ technology to share ideas.

### **Technology Integration**

8. 1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review
9. 1.8.D.4 Assess the credibility and accuracy of digital content.
- 10.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

For example: In Unit 1, students research, close read, analyze multiple texts and collaborate via Google Docs to create an essay on individual rights and constitutional protections. Proper search approaches are discussed and students evaluate the validity of online sources and databases.

## **Interdisciplinary Connection**

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

**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.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.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.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

For Example: For example: In Unit 2, students research, close read, analyze multiple texts and collaborate via Google Docs to create develop a performance task comparing entrance into the U.S. in the early 1900's and today. Projects are shared via different platforms.

## **Holocaust Mandate**

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

For Example: In Unit 1, students research different Supreme court decisions and the implications in issues of race and bias including a debate on the most significant Supreme Court decision prior to 1900.

## **Amistad Mandate**

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society

For Example: In Unit 3, students research and role-play significant leaders in the Civil Rights and Women's Rights Movements. Great focus is given to the contributions of African American and women in the performance task.

## **LGBTQ/Disabilities Resources**

[Timeline](#)

[LGBTQ History](#)

[Gender non-conforming](#)

University of Missouri-Kansas City: [The Gay Rights Controversy](#)

ADA National Network: [What is the Americans with Disabilities Act?](#)

Council for European Studies: [Ellis Island: Disability and Nationalism in American Immigration History](#)

Immigrant Legal Resource Center: [LGBT](#)

Liptak, Adam. [Civil Rights Law Protects Gay and Transgender Workers, Supreme Court Rules.](#) New York Times, 2021.