

	<b>Grade Level: 8</b> <b>Team Members: J.Groskin / K.Boudreau</b> <b>Number of Days of Unit: SEPTEMBER (5 weeks)</b>	
	UNIT 1 Citizenship & Rights and basic overview of Levels of Government	
<b>Essential Questions</b>	How do and can members of a community utilize government structures to make changes that affect the community?	
<b>Content Standards</b>	List out Massachusetts Curriculum Standards used in this unit <b>CCR Standards:</b> Writing- 1, 4 Reading - 2, 6 SS Standards 8 T3. 1 , 8T3.3, 8T4.1,2,3 , 8T6.1,7,8,9,10 8T7.3 8 T 5. 6 a. & 6c	
<b>Concepts and subskills</b>	<ol style="list-style-type: none"> <li>1. What is a citizen?</li> <li>2. What are the responsibilities and duties of citizens?</li> <li>3. What are the governing forces that directly affect your life?</li> <li>4. What are the functions and structure of the state, local and federal government?</li> <li>5. What should citizens know about their community?</li> <li>6. What are our first amendment rights?</li> <li>7. How do we interpret the First Amendment rights everyday?</li> </ol>	<b>Literacy: Marking up a text (Annotation strategies and expectations)</b> <b>Communication/Listening and Speaking</b>
<b>Content Objectives "I Can Statements"</b>	Students can: Identify responsibilities and duties of a citizen Identify specific ways the government impacts daily life of citizens Identify roles and responsibilities of various levels of government Identify function of the Constitution and Bill of Rights Use various strategies to mark up a text Practice communication with their peers Identify expectations of standards based learning in ss class.	
<b>Content Vocabulary</b>	Citizenship, Rights, Duties, Naturalization, identity Federal Government , President, Supreme Court Justice Legislative, Executive, Judicial Branches Mayor, City Council, Governor, Justices, Representative, Senator/Senate, General Assembly.	
<b>Text, Materials, and Resources</b>	<b>Resources – Citizenship Packet (Teacher Created Materials)</b> Sources include: Civics Textbook, Google Slides (Levels of Government)	
<b>Assessments, Products, Projects</b>	<ul style="list-style-type: none"> <li>● Informal: baseline open response assessment “Should we lower the voting age to 16?”</li> <li>● Informal: Bill of Rights overview and 1st Amendment in schools example.</li> <li>● Formal: Unit Assessment Citizenship and Levels of Government including levels of government media literacy assessment</li> </ul>	

	<b>Grade Level: 8</b> <b>Team Members: J. Groskin</b> <b>Number of Days of Unit: October 6 weeks</b>	
	Module 2 Rights Regions and Revolution	
<b>Essential Questions</b>	What were the roots of the ideas that influenced the development of the United States political system?	
<b>Content Standards</b>	8.T1 1 -5 8 T2. 1	
<b>Concepts and subskills</b>	<p>The development of the English Government and its influence on the colonists' view of themselves and their government?</p> <p>How did individual rights and responsibilities develop in England?</p> <p>How did various colonial regions benefit England ?</p> <p>Why was the purpose of rights?</p> <p>What are the key characteristics of colonies? What did the colonies provide to England?</p>	<b>Literacy: Annotation</b> <b>Text Structures Variations</b> <b>Continued work on media literacy</b>
<b>Content Objectives "I Can Statements"</b>	<p>Students will be able to</p> <p>Demonstrate and practice annotation skills.</p> <p>Prepare for a small group discussion using multiple sources (research or in class content) to support claims.</p> <p>Practice writing reflections on learning (use reflective language to express new learnings)</p> <p>Demonstrate functional team or class behavior.</p>	
<b>Content Vocabulary</b>	<p>Parliament Duty (as in tax)</p> <p>Rights Lord/Nobles</p> <p>Sovereign Colony, Natural Rights, identity, boycott, French and Indian War, triangular trade, plantation, indentured servant, cash crop, Mayflower compact, Quaker, Cooper, Representation</p> <p>Unalienable</p>	
<b>Text, Materials, and Resources</b>	<b>Resources</b> – History Alive Text readings Teacher created materials on colonial regions	
<b>Assessments, Products, Projects</b>	<ul style="list-style-type: none"> <li>● Informal: observations of student graded discussion</li> <li>● Formal: Annotation Assignments</li> <li>● Formal: 1 paragraph on benefits of colonies to England</li> <li>● Formal: Graded discussion prep sheet &amp; Reflection</li> <li>● Formal: DOI Assessments - quiz and Sound of a Revolution Assignment</li> </ul>	

	<b>Grade Level: 8</b> <b>Team Members: Groskin /Boudreau</b> <b>Number of Days of Unit: 2.5 weeks JAN</b>	
	Module 3 Dec. of Independence	
<b>Essential Questions</b>	What were the roots of the ideas that influenced the development of the United States political system?	

<b>Content Standards</b>	8T 2.1 8 T 1. 3	
<b>Concepts and subskills</b>	Strategies that students should be able to Apply the concerns of the colonists to the written declaration of independence. Connect ideas from the DOI to current rights of citizens.	<b>Practices</b> <b>Applying concepts from multiple sources.</b>
<b>Content Objectives "I Can Statements"</b>	Students can identify the origins of the DOI. ...Can identify and explain the purpose of the DOI using examples from the source. ....Can identify key beliefs outlined in the DOI about rights? .... Can apply key ideas from Enlightenment thinker John Locke to the words of the DOI	
<b>Content Vocabulary</b>	DOI vocab: prudence, unalienable, tyrant, despot, grievance, dissolve, transient, usurpations, evince, natural rights, representation, common welfare,	
<b>Text, Materials, and Resources</b>	<b>Resources</b> – Teacher created materials on the DOI.	
<b>Assessments, Products, Projects</b>	Formal: Content assessment - quiz on DOI	

	<b>Grade Level: 8</b> <b>Team Members: Groskin Boudreau</b> <b>Number of Days of Unit: 6 weeks Jan/Feb</b>	
	Unit 4 Constitution	
<b>Essential Questions</b>	How do the institutions of the U.S. political system work? What are the origins of the U.S. political system?	
<b>Content Standards</b>	8T2.2,3,5 8T3	
<b>Concepts and subskills</b>	<ol style="list-style-type: none"> <li>1. How does the Constitution define the role and function of our government?</li> <li>2. How does the Constitution describe individual rights and responsibilities?</li> <li>3. How does your I AM WE work connect with the Constitution?</li> <li>4. Why was the Constitution written?</li> </ol>	
<b>Content Objectives "I Can Statements"</b>	Students can: Identify the roles and responsibilities of various branches of government Explain the law making process Explain how the branches of government work together and can also balance one another's power	
<b>Content Vocabulary</b>	Legislative, Executive, Judicial, Legislation, Separation of Powers, Checks and Balances, Congress, President, Supreme Court, Veto, House of Representatives, Senate, Amendment, bicameral	
<b>Text, Materials, and Resources</b>	<b>Resources</b> –Branches of Govt Teacher Created Materials Civics TextBook	

<b>Assessments, Products, Projects</b>	Informal: Quizlet Live Branches of Govt Formal: AOC Political Cartoon Assessment Formal: "Where is my Bill ?" Assignment Formal: Branches of Govt Quizzes
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	<b>Grade Level: 8</b> <b>Team Members: Groskin/Boudreau</b> <b>Number of Days of Unit: 3.5 weeks</b> <b>Timelines –</b>
	Unit 5: Pathways to Restoring Liberty for All
<b>Essential Questions</b>	What happens when individuals' rights are denied or violated? How do individuals and organizations make changes to protect or expand rights of citizens?
<b>Content Standards</b>	8T4.10 8T4.12 8T5.2a, 8T5.6B 8T5.3
<b>Concepts and subskills</b>	<ol style="list-style-type: none"> <li>1. Why were some natural rights denied to Americans?</li> <li>2. How did the institution of slavery impact individuals living in the system?</li> <li>3. How are the roots of the African American identity expressed during the period of slavery?</li> <li>4. How did African Americans advocate for new visions of independence and freedom during the post revolutionary period</li> </ol>
<b>Content Objectives "I Can Statements"</b>	Students can: Annotate nonfictionl informational text to find key ideas Utilize multiple sources to inspire a new children's book to highlight a slave narrative from their readings
<b>Content Vocabulary</b>	Enslaved person, indentured servant, Middle Passage, plantation, slave auction, fugitive slave, underground railroad, abolition, slave narrative,
<b>Text, Materials, and Resources</b>	<b>Resources</b> Teacher Created Materials <a href="#">Children's Books</a> <a href="#">Slave Narratives</a>
<b>Assessments, Products, Projects</b>	Formal: Best Sweatnotes Assessment Slave Narratives and childrens books assignment

	<b>Grade Level: 8th</b> <b>Team Members: Jen Groskin &amp; Kyle Boudreau</b> <b>Number of Days of Unit: Timeline: 3 Weeks</b>
	Unit 6: Pathways to Liberty Part 2

<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How did African Americans gain rights after the Abolition of slavery? How were their rights limited?</li> <li>2. How did individuals and groups make changes to increase equality for all Americans?</li> <li>3. Why is citizenship important for our community or communities of the past?</li> <li>4. Who were individuals that were agents of change?</li> </ol>	
<b>Content Standards</b>	List out Massachusetts Curriculum Standards used in this unit: 8.4, 6.7, 6.2	
<b>Concepts and subskills</b>	<p>Strategies that students should be able to do: )</p> <p>Demonstrate content understanding using multiple sources (research or in class content)</p> <p>I include one piece of text evidence from the readings that connect to the writing task.</p> <p>I include evidence that uses source references, such as quotations, to support the claim with a correct citation</p> <p>I can write an explanation that includes specific historical details relevant to my claim.</p>	<p><b>Practices Ex. Math, Literacy or Science</b></p> <p>Essay writing, note taking</p>
<b>Content Objectives "I Can Statements"</b>	<p>I can identify the importance of the Reconstruction Amendments in the lives of all Americans.</p> <p>I can select an appropriate pairing of African American Advancements and a white backlash for my open response.</p> <p>I can demonstrate I understand that the Reconstruction period temporarily brought rights for African Americans, but then brought a harsh response from the South.</p>	
<b>Content Vocabulary</b>	<p>Reconstruction, sharecropping, Jim Crow, segregation, black codes, Freedmen's Bureau, 13-15th Amendments, Literacy Test, Poll Tax, Grandfather Clause, Plessy v. Ferguson, disenfranchise</p>	
<b>Text, Materials, and Resources</b>	<p><b>Resources</b> Jim Crow resources, sharecropping stories, History Alive Reading,</p>	
<b>Assessments, Products, Projects</b>	<p>Informal: Slave to Citizen Notes/Graphic Organizer</p> <p>Formal: Reconstruction Essay</p>	

	<b>Grade Level: 8</b> <b>Team Members: Groskin/Boudreau</b> <b>Number of Days of Unit:</b> <b>Timelines – 2 weeks</b>	
	UNIT NAME Introduction to Civil Rights	
<b>Essential Questions</b>	How did the Civil Rights Movement protect and expand rights of individuals in our nation?	
<b>Content Standards</b>	8T5.6B, 8T4 7-11	
<b>Concepts and subskills</b>	<ol style="list-style-type: none"> <li>1. How does the Constitution protect people’s rights?</li> <li>2. How do people make changes and make changes through organizations (Leveraged by an organization)? How do people’s actions promote change?</li> <li>3. What are the nonviolent principles that drove the movement?</li> </ol>	<b>Practices</b> <b>Literacy (utilizing multiple primary sources)</b>
<b>Content Objectives "I Can Statements"</b>	Students can: Explain the cause and impact of the Brown v. Board of Education 1954 ruling. Explain the actions individuals and organizations took to expand and protect the rights of citizens.	
<b>Content Vocabulary</b>	Boycott, integration, discrimination, non-violence, civil disobedience, sit-in, NAACP, CORE, SNCC, SCLC, Prejudice	
<b>Text, Materials, and Resources</b>	<b>Resources</b> – Eyes on the Prize (video and text sources). Children’s March (Mighty Times). Numerous Scholastic resources. Facing History “Choices” Supplemental resources.	
<b>Assessments, Products, Projects</b>	<ul style="list-style-type: none"> <li>• Informal: Civil Rights Road Trip</li> <li>• Formal: Short Writing Open Response</li> </ul>	

	<b>Grade Level: 8</b> <b>Team Members: Groskin/Boudreau</b> <b>Number of Days of Unit: 3 weeks</b> <b>Timelines –4-5 Lessons each trimester</b>	
	UNIT NAME MEDIA LITERACY	
<b>Essential Questions</b>	What is the importance of freedom of press in our modern society?	
<b>Content Standards</b>	8T 7. 2,3,5,6	

<b>Concepts and subskills</b>	<p>Identify level of govt (using key vocabulary)?  Identify the issue: What kind of policy issue ?  Identify key stakeholders/levers of power (decision makers)?  Identify position or viewpoint of author using specific evidence (quote from the text).  Introduce Letter to Editor &amp; Op/Ed Pieces</p> <p>Develop skill:  What is an OP Ed or letter to editor  Analyze and identify point of view at opinion pieces  Compare contrast newspaper articles vs op/ed</p> <ul style="list-style-type: none"> <li>• What are examples of ways the press allows community members to express their ideas?</li> <li>• How can YOU add your voice or points of view using freedom of press? (I am We letter to the editor)</li> <li>• How do people express themselves via the press?</li> <li>• What are parts of the newspaper and how do they differ?</li> </ul>	<b>Practices</b> <b>Identifying key ideas in a newspaper article</b> <b>Distinguishing fact from opinion</b>
<b>Content Objectives "I Can Statements"</b>	<p>Students can:  Differentiate between various types of news articles and news media,  Evaluate a source as either factual or opinion.  Utilize multiple sources to identify claims to support an opinion on a specific topic.</p>	
<b>Content Vocabulary</b>	<p>Editorial, "Above the fold", Letter to the Editor, OP-ED,</p>	
<b>Text, Materials, and Resources</b>	<p><b>Resources –</b>  Newburyport Daily News Subscription  Newsela  Boston Globe Subscription</p>	
<b>Assessments, Products, Projects</b>	<p>Informal: Practice with Media Literacy Blog/Assignments  Formal: Med.Lit Blogs 4-5 through the trimester  Formal: Written and submitted editorial to Newburyport Daily News or Presentation to I AM WE stakeholders</p>	

	<p><b>Grade Level: 8</b>  <b>Team Members: Boudreau/Groskin</b>  <b>Number of Days of Unit:20 days scattered throughout the year</b></p>	
	<p>UNIT NAME: I AM WE</p>	
<b>Essential Questions</b>	<p>How can you make a difference in our community?</p>	
<b>Content Standards</b>	<p>Civics Action Project ( I AM WE)</p>	
<b>Concepts and subskills</b>	<p>Notetaking from various sources  Source citation  Interview stakeholders</p>	

	Presenting to peers and adults
<b>Content Objectives "I Can Statements"</b>	Students will be able to... Explain what pathways they can take as members of the community to make a change.
<b>Content Vocabulary</b>	Policy Regulations Varies by project
<b>Text, Materials, and Resources</b>	<b>Resources</b> – Additional information that can be accessed in order to enhance the student’s understanding of content.
<b>Assessments, Products, Projects</b>	<ul style="list-style-type: none"> <li>I AM WE Presentations</li> <li>I AM WE - written overview</li> <li>I AM WE padlet</li> <li>I AM WE research packet</li> <li>I AM WE editorial/presentation to stakeholders</li> </ul>