



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies COURSE American Government & Civics, Grade 7

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: American Government & Civics, Grade 7

Department: Social Studies

Board Approval	Supervisor	Notes
August 2005	Eleanor Hughes	Born Date
August 2011	Stephen Sarles	Updated Standards
July 2015	Stephen Sarles	Updated Standards
July 2016	Chris Wilson	Updated Standards
December 2017	John Bosmans	Updated Standards
August 2018	John Bosmans	Prepare for Block
March 2019	John Bosmans	Review
August 2022	Valerie Sorce	Alignment to Standards
August 2024	Cecilia Vila	Updated to Include New State Mandates

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Creation of The United States Gov't	21	Article II-Executive Branch
2	Creation of The United States Gov't	22	Article II-Executive Branch
3	Creation of The United States Gov't	23	Article II-Executive Branch
4	Creation of The United States Gov't	24	Article II-Executive Branch
5	Creation of The United States Gov't	25	Article III-Judicial Branch
6	Creation of The United States Gov't	26	Article III-Judicial Branch
7	Creation of The United States Gov't	27	Article III-Judicial Branch
8	Creation of The United States Gov't	28	Article III-Judicial Branch
9	Creation of The United States Gov't	29	Article III-Judicial Branch
10	Creation of The United States Gov't	30	Defining Civics: US Constitution Articles 1-7
Week	Marking Period 2	Week	Marking Period 4
11	Article I: Legislative Branch and Civic Duties	31	Defining Civics: US Constitution Articles 1-7
12	Article I: Legislative Branch and Civic Duties	32	Defining Civics: US Constitution Articles 1-7

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13	Article I: Legislative Branch and Civic Duties	33	Civics: Rights & Responsibilities of Citizens
14	Article I: Legislative Branch and Civic Duties	34	Civics: Rights & Responsibilities of Citizens
15	Article I: Legislative Branch and Civics	35	Civics: Rights & Responsibilities of Citizens
16	Article I: Legislative Branch and Civics	36	Civics: Rights & Responsibilities of Citizens
17	Article I: Legislative Branch and Civics	37	Civics and Protecting Democracy: Current Events/Modern Day Genocides
18	Article II-Executive Branch	38	Civics and Protecting Democracy: Current Events/Modern Day Genocides
19	Article II-Executive Branch	39	Civics and Protecting Democracy: Current Events/Modern Day Genocides
20	Article II-Executive Branch	40	Review/Final Benchmark

Holocaust Education: Current Events/Modern Day Genocides, Rights & Responsibilities of Citizens (NJSLS 6.3.8.CivicsPR.5, 6.3.12.HistoryCA.1, 6.3.12.HistoryCA.2, 6.3.12.CivicsHR.1)

Amistad Education: Rights & Responsibilities of Citizens, Ideals of Declaration of Independence (6.1.8.HistoryCC.5.e, 6.1.8.HistoryUP.5.c, 6.1.8.CivicsHR.4.a, 6.1.8.CivicsDP.3.a)

LGBT/Persons with Disabilities: Research about Tammy Duckworth (Legislative Unit)

Climate Change: Read Supreme Court cases about the climate (Judicial Unit)

Asian-American and Pacific Islander History Mandate: Read about and identify constitutional issues in Supreme Court Case *Korematsu v. United States and Japanese Internment*

Diversity, Equity, and Inclusion Mandate: Read about and identify constitutional issues in Supreme Court Case *Korematsu v. United States and Japanese Internment* (Judicial Unit)

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Core Instructional & Supplemental Materials including various levels of Texts

American Civics, American Nation, CNN 10 News for Kids, iCivics, Google Classroom, Schoology, Kahoot, Junior Scholastic News, The DBQ Project, Teaching American History, The Gilder Lehrman Institute of American History, National Archives, [website maintained by Senator Tammy Duckworth](#); SCOTUS cases related to climate: <https://www.oyez.org/cases/2006/05-1120>; [Korematsu v. United States and Japanese Internment DBQ](#)

Time Frame

10 Weeks

Topic

Creation of the United States Government

Alignment to Standards

[NJSL](#) - 6.1.8.CivicsHR.3.a, 6.1.8.CivicsDP.3.a, 6.1.8.CivicsPD.3.a, 6.1.8.CivicsPI.3.a, 6.1.8.CivicsPI.3.b, 6.1.8.HistoryCC.3.a, 6.1.8.HistoryCC.3.b, 6.1.8.HistoryCC.3.d, 6.1.8.HistoryUP.3.a, 6.1.8.HistoryUP.3.b, 6.1.12.EconGE.1.a, 6.2.8.CivicsDP.3.a, 6.2.8.CivicsDP.3.b, 6.3.8.CivicsPD.1, 6.3.8.CivicsPR.6, 6.3.8.CivicsPR.3, 6.3.8.CivicsPI.1, 6.3.8.CivicsPI.2, 6.3.8.CivicsPR.7

Learning Objectives and Activities

Students will be able to:

- Develop an argument about the purpose of government
- Identify the types of governments in the world
- Describe the creation of the United States government
- Explain the rights guaranteed by the Bill of Rights and their relevance to modern life
- Craft an argument for how the United States Constitution has created a stable government and protected American citizens
- Argue that it is important to be able to amend the Constitution
- Read the Declaration of Independence to understand the colonists' complaints against King George III.

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- Examine the Declaration of Independence and how the ideals put forth in the Declaration failed to address the rights of women, Native Americans, and African Americans during the time period.
- Read, research and analyze the Articles of Confederation, Constitutional Convention, Declaration and Constitution.
- Chart the weaknesses of the Articles of Confederation.
- Compare and contrast the Articles of Confederation and the Constitution of the United States.
- Diagram the ratification process of the U.S. constitution.
- Students create games using the Bill of Rights in addition to playing online games.
- Create a Students' Bill of Rights and act out what they consider to be the document's most highly valued right.
- Recognize the failures of the Articles of Confederation that led to the development of the Constitution that accommodates for change over time.

Assessments

Formative:

- Teacher observation
- Class/ group participation
- Do Nows
- Exit Ticket
- KWL Charts
- Primary Source Document Analysis
- Homework Assessment
- Timeline activity
- Venn Diagram

Summative:

- Unit quizzes /tests

Benchmark:

- DBQ Analysis/Skills assessment

Alternative:

- Creating Bill of Rights online game, Student generated Bill of Rights presented using Google Slides, Classroom Budget Activity

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Interdisciplinary Connections

English Language Arts (NJSLA ELA 2023)

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- DBQ Analysis, Close Reading Strategies, Primary Source Analysis, Essay, Student Generated Research project on Bill of Rights & Constitution

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to

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reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

Career Education

CRP1, CRP4, CRP5, - Students will research, analyze, and present on what the Bill of Rights means to them and if they could change anything and create their own Bill of Rights, which amendments would be added or taken out while acting as a responsible citizen and how such decisions would impact society. Students will then present this information to their peers. Students will create a budget for supplies they need for their school year and present to their peers and teacher

Time Frame

7 Weeks

Topic

Article I: Legislative Branch and Civics

Alignment to Standards

[NJSL](#) - 6.1.8.CivicsPI.1, 6.1.8.CivicsPI.2, 6.1.8.CivicsPI.3.b, 6.1.8.CivicsPI.4, 6.1.8.CivicsPD.3.a, 6.2.8.CivicsDP.3.b, 6.3.8.CivicsPD.2, 6.3.8.CivicsPR.5, 6.3.8.CivicsPR3

Learning Objectives and Activities

Students will be able to:

- Describe the role of the legislative branch in the American governmental system
- Explain the system that determines the allocation of representatives in the House of Representatives
- Develop an argument about how and why Congress should have limitations to its power
- Describe the process by which Congress makes laws
- Understand the role of the legislature in the system of checks and balances that exists in the federal government

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- Recognize the importance of the Tenth Amendment in protecting states' rights
- Analyze political cartoons, political advertisements, pictures, and other graphic media.
- Students will research Senator Tammy Duckworth and review both her legislative contributions and the challenges she has faced as a disabled American.

Assessments

Formative:

- Class discussion,
- primary source analysis
- class debate
- Section reading and notes
- DBQ Analysis
- Graphic organizer
- Homework Review
- Case study on impeachment
- Review of census
- Scavenger Hunt using Article I of the U.S. Constitution (fill in the blanks, graphic organizer)
- Case studies on federal officials who have been impeached
- Simulated Classroom Budget Activity

Summative:

- Congress In Action: Student Presentations

Benchmark:

-

Alternative:

- Webquest on Congress, Mock Congressional Session, Case study on President Nixon with class debate, Student generated presentation to Administration on issue to address in the building

Interdisciplinary Connections

English Language Arts (NJSLA ELA 2023)

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to

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support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Students will analyze and interpret primary source documents, DBQ online, present written arguments during mock Congressional Session.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information

Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

Career Education

CRP1, CRP4, CRP6, CRP8, CRP9- Students will engage in a Congress in Action simulation in which they will use creativity to identify a key issue they wish to address in the school, hold mock sessions on the issue, and present the issue to the school administration for discussion and vote while modeling ethical

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leadership, communicating clearly and effectively with reason and acting as a responsible citizen.

Time Frame	7 Weeks
Topic	
Article II-Executive Branch	
Alignment to Standards	
NJSL - 6.1.8.CivicsPI.3.a, 6.1.8.CivicsPI.3.b, 6.1.8.HistoryCC.3.b, 6.1.8.HistorySE.3.a, 6.1.8.HistoryCC.4.a, 6.1.8.HistoryCC.4.c, 6.1.8.EconET.4.a	
Learning Objectives and Activities	
Students will be able to: ● Explain the qualifications, responsibilities, and powers of the President ● Identify the amendments made to the United States Constitution that deal directly with the presidency ● Understand the role and function of the Electoral College ● Describe the checks and balances that shape the powers of the President ● Describe the existence of political parties and the ways in which they influence the election of officials, particularly the President	
Assessments	
<u>Formative:</u> ● Open-ended questions ● DBQ analysis ● class discussion ● Do Now Activity ● Exit Ticket ● Do No Activity ● Scavenger Hunts ● Case Study on Impeachment	

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- Graphic Organizer
- Analyze Political cartoons
- Webquest
- Flow charts

Summative:

- Unit Test/Open Ended Essay

Benchmark:

-

Alternative:

- Role play a Presidential Cabinet meeting, Simulated school-wide mock election

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Students will read, analyze, and interpret primary source documents and construct a open ended essay based on research.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information

Technology Integration

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- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
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 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

Career Education

CRP1, CRP4, CRP9- Students will research the role of the President of the United States and the cabinet by analyzing various historical texts and multimedia resources to engage in a role play of a Presidential Cabinet meeting while acting as a responsible citizen, demonstrating ethical leadership, and communicating clearly and effectively with reason.

Time Frame	5 Weeks
Topic	
Article III-Judicial Branch	
Alignment to Standards	
NJSLs - 6.1.8.CivicsPI.3.b, 6.1.8.HistoryUP.5.c, 6.1.8.HistoryUP.5.a, 6.3.8.CivicsPR3, 6.3.8CivicsHR.1,m 6.3.8.CivicsPR.4, 6.3.8.Civics.HR.1, 6.3.8.CivicsDP.1, 6.3.8.CivicsDP.2	
Learning Objectives and Activities	
Students will be able to: ● Explain the nomination and confirmation process for Supreme Court Justices	

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- Describe the roles that courts play in the United States
- Define and explain the concept of judicial review
- Identify the effect that the rulings made by the United States Supreme Court has on society
- Identify the role that the Supreme Court plays in the network of check and balances that limit the power of each branch of government in the United States
- Understand the roles of each levels of courts in the American judicial system
- Students will read and discuss the Supreme Court Cases with regard to their impact on the climate.
- Students will read about and discuss *Supreme Court Case Korematsu v. United States and Japanese Internment* and identify constitutional issues.
- Students will participate in a class debate.

Assessments

Formative:

- Primary Source analysis
- Classroom Debate on case studies from Supreme Court issues such as mandatory drug testing in schools, searches without search warrants, flag burning, etc
- Teacher observation
- Primary source document analysis
- Section Reading and Notes
- Do Now Activity
- Exit Ticket
- Webquest on United States Supreme Court
- Class Discussion
- Teacher Observation
- Homework Assessment

Summative:

- Unit Quizzes & Chapter Test.

Benchmark:

-

Alternative:

- Mock Trial Activity

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Interdisciplinary Connections

English Language Arts (NJSLA ELA 2023)

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W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Students will read, analyze, and interpret primary source documents.
- Students will research various historical texts to write and support claims in a debate format on the Ancient Roman empire and the impact it has had on the government of the United States of America.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.- Through the practice of participating in a Mock Trial, students will act as a responsible and contributing citizen

Time Frame	3 Weeks
Topic	
Defining Civics: US Constitution Articles 1-7	
Alignment to Standards	
NJSLs - 6.1.8.CivicsPI.3.b, 6.1.8.CivicsHR.4.a, 6.1.8.HistoryUP.5.c, 6.1.8.HistoryUP.5.a, 6.3.8.Civics.PR.1, 6.3.8.Civics.PR.2, 6.3.8.Civics.PR.3	
Learning Objectives and Activities	
Students will be able to: ● Describe how the concept of popular sovereignty, particularly as it applied to the ratification of the Constitution, was a revolutionary concept ● Identify the powers of the federal government that are codified by the final four articles of the Constitution with regard to how the central government relates to states, how states relate to one another, and how the Constitution can be amended ● Describe the supremacy of the federal government over state governments	
Assessments	

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Formative:

- Teacher observation
- Class discussion
- Reading and Note Taking
- Kahoot
- DBQ Online Analysis
- Geography Map Analysis
- Do Now Activity
- Exit Ticket
- Role Play
- Feudal System Timeline
- Graphic Organizer

Summative:

- Unit Test/Open Ended Question

Benchmark:

-

Alternative:

-

Interdisciplinary Connections

English Language Arts (NJSLA ELA 2023)

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Students will analyze primary source documents to present arguments and construct essays.

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Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

Career Education

Time Frame	4 Weeks
Topic	
Rights and Responsibilities of Citizens	
Alignment to Standards	
NJSLs - 6.2.8.CivicsHR.3.a, 6.1.8.CivicsHR.4.a, 6.1.8.HistoryCC.5.a, 6.1.8.HistoryCC.5.e, 6.1.8.HistoryUP.5.b, 6.1.8.HistoryUP.5.c, 6.3.8.Civics.PR.1, 6.3.8.Civics.PR.2, 6.3.8.Civics.PR.3, 6.3.8.CivicsPR.5	

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Learning Objectives and Activities

Students will be able to:

- Evaluate how the Thirteenth and Fourteenth Amendments extended civil liberties for Black Americans.
- Evaluate the impact of the Thirteenth and Fourteenth Amendments on the lives of Black Americans living in the United States of America after the Civil War.
- Indicate which amendments extended American voting rights.
- Examine and interpret primary and secondary source documents.
- Create and explain diagrams, tables, charts, graphs, and spreadsheets.
- Analyze political cartoons, political advertisements, pictures, and graphic media.
- Review information for accuracy, separating fact from opinion.
- Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision making model.
- Select and defend positions in writing, discussion, and debate.
- Explain the duties of citizenship
- Identify where the duties of citizenship are described.
- Describe the responsibilities of citizenship.

Assessments

Formative:

- Teacher observation
- Graphic organizers
- Class discussion
- Open ended questions
- Primary Source Analysis
- DBQ Online
- Do Now Activity
- Mapping
- Graphic Organizer
- Do Now Activity
- Exit Ticket
- Short Answer Essay Responses
- Quizlet Review

Summative:

- Mock Trial involving US Constitution

Benchmark:

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Alternative:

- Student led mock trial

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Students will analyze primary source documents to present arguments and construct essays.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

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- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

Career Education

CRP1, CRP4- Students will research an issue involving Constitutional law and engage in a mock trial exercise where they will act as a responsible citizen and communicate clearly and effectively with reason.

Time Frame	3 Weeks
Topic	
Current Events & Modern Day Genocides	
Alignment to Standards	
NJSL - 6.2.8.HistoryCC.3.a, 6.2.8.CivicsPI.4.a, 6.3.8.CivicsPD.1, 6.1.12.CivicsHR.11.b, 6.1.12.HistoryCC.15.b, 6.3.12.HistoryCA.1, 6.3.12.HistoryCA.2, 6.3.12.CivicsHR.1, 6.3.8.Civics.PR.1, 6.3.8.Civics.PR.2, 6.3.8.Civics.PR.3	
Learning Objectives and Activities	
Students will be able to: ● Understand the concept of genocide and identify modern examples of it ● Recognize conflicts and concepts that divide people ● Explain news events that occur around the world. ● Better understand events that occur around the world affect people just like themselves.	

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- Describe how these events could impact our life here in Ocean Township.
- Research topics relating to current events to get different perspectives about situations occurring around the world.
- Identify on a map using Google Earth where the news stories occur.
- Synthesize news stories through writing.
- Present news stories to the class via written and oral presentation.

Assessments

Formative:

- Class discussion
- Graphic organizers
- Chapter reading and notes
- DBQ Online
- Primary Source Document Analysis
- Teacher Observation
- Google Earth Mapping
- Review of Newsela articles

Summative:

- Student generated project identifying a global issue and presenting a potential solution to that issue using Google Slides, podcast, or iMovie.

Benchmark:

- DBQ Analysis (writing sample)/Content course assessment

Alternative:

- Student generated project identifying a global issue and presenting a potential solution to that issue using Google Slides, podcast, or iMovie.

Interdisciplinary Connections

English Language Arts (NJSLA ELA 2023)

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conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Students will analyze primary source documents to present arguments and construct essays.

- Students will also be able to analyze, comprehend and present information from various historical texts.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

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Career Education

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CRP1, CRP5, CRP9, CRP 12- Through research and analysis of current global issues, students will present persuasive arguments clearly and effectively with reason on a variety of issues currently impacting the United States and the world and how these events are linked to past events in history and present possible solutions to those issues while considering environmental, social, and economic impacts as well as demonstrate ethical leadership when making such decisions.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts

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- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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