

Moonachie School District Social Studies Curriculum: Middle School - Civics

New Jersey Student Learning Standards for Social Studies

Born On: August 23, 2022
Re-Adopted: August 26, 2025

Social Studies Disciplinary Practices:

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Therefore, all Social Studies Practices are naturally integrated throughout each area of study.

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	s Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

Taking Informed Action

After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

SOCIAL STUDIES

6.3 Active Citizenship in the 21st Century

Disciplinary Concept: Civics, Government, And Human Rights

Amistad

Holocaust

LGBTQ & Persons with Disabilities

Diversity, Equity & Inclusion

AAIP

Disciplinary Concept	Core Ideas	Performance Expectation Standards
Civics And Political Institutions The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.	Political and civil institutions impact all aspects of people's lives.	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
	Governments have different structures which impact development (expansion) and civic participation.	6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
Time Allocated	16 Weeks	
Disciplinary Concept	Core Ideas	Performance Expectation Standards
Participation and Deliberation Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an	Civic participation and deliberation are the responsibility of every member of society.	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.
	Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	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.

understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.		
Time Allocated	6 Weeks	
Disciplinary Concept	Core Ideas	Performance Expectation Standards
Democratic Principles Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body. 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions). 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
Time Allocated	8 Weeks	
Disciplinary Concept	Core Ideas	Performance Expectation Standards
Processes and Rules Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.	In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies. 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality). 6.3.8.CivicsPR.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. 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.
Time Allocated	16 Weeks	
Disciplinary Concept	Core Ideas	Performance Expectation Standards

Human and Civil Rights Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected
Time Allocated	8 Weeks	

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Independence, Constitution, Preamble, Bill of Rights, Taxation without Representation, Separation of Powers, Checks and Balances, Bill, Veto, Democracy, Republic, Cause & Effect, Natural Rights, U.S. Constitution, The Preamble, U.S. Bill of Rights, Articles of the Constitution, Liberal, Conservative, Political Party, Platform, First Amendment, Expression, Free-exercise Clause, Establishment Clause, Petition, Protest, 4th Estate, Free Press, Militia, Quartering, Habeas Corpus, Warrant, Miranda v. Arizona, Double Jeopardy, Attorney, Civil Trial, Criminal Trial, Jury, Cruel and Unusual Punishment, Civil War Amendments, Abolition, Suffrage, Equal Protection, Poll Tax, "Jim Crow" ILaws, Line of Succession, Prohibition, Repeal, Amendment	Students will be able to demonstrate understanding of how political and civil institutions impact all aspects of people's lives.	<p>How a Bill Becomes a Law Skit Project – Students will research the US legislative process and then create a play, which shows a law of their own design going through each step.</p> <p>Political ideology Debate – Students will debate liberal and conservative perspectives of current issues related to the Constitution and Bill of Rights.</p> <p>Amendment Alternate Reality Project – Students will develop original movies which investigates the affect of one of the Amendments on lives on Americans and shows what life would be like without it.</p> <p>Create your own Political Party- Students will create their own political party based of their ideologies. Students create a name, slogan, and campaign video discussing their viewpoints. Then a debate will be held against the other classmates</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Daily exit cards • Think-pair-share • Inside-Outside Circle • Do now <p>Summative:</p> <ul style="list-style-type: none"> • Project based assessment with rubric • Weekly vocabulary quizzes • Unit assessments • Socratic Seminar • DBQ • Reciprocal Teaching

		(political parties)	
Electoral College, Popular Vote, Primary Election, Nomination, Inauguration, Chief Executive, Commander in Chief, Chief Legislator, Head of State, Diplomat, Appointment, Policy, Delegate, Verdict, Jury, Civil Trial, Criminal Trial, Attorney, Judicial Review, Veto, Override, Impeachment, Checks and Balances	Students will be able to research and recreate ways to show how different structures impact civic participation in government.	<p>Presidential Election Mockumentary Project – Students will research the US electoral process. Students will create an original “mock”-umentary, which tells the fictional story of a fake candidate running for and getting elected POTUS.</p> <p>Presidential Paper Dolls Project – Students will research the powers of the POTUS. Students will create original paper doll presidents for each role with symbolic accessories, which reflect those powers.</p> <p>Fairytale Mock Trial Unit – Students will research the US judicial process and will develop a prosecution and defense for a trial of a fairy tale character. Students will conduct the trial in class.</p> <p>Rapping Up the Branches of Government Project – After investigating each of the branches of government students will have to compose an original rap song describing the features of one of the branches.</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Daily exit cards ● Think-pair-share ● Inside-Outside Circle ● Do now <p>Summative:</p> <ul style="list-style-type: none"> ● Project based assessment with rubric ● Weekly vocabulary quizzes ● Unit assessments ● Socratic Seminar ● DBQ ● Reciprocal Teaching

Levels of Government (municipal, state, federal), Legislative Branch, Executive Branch, Judicial Branch, Voting, Suffrage, U.S. Constitution, The Preamble, U.S. Bill of Rights, Liberal, Conservative, Political Party, Platform, Current Issues (ex. gun control, capital punishment, immigration, etc.), First Amendment, Expression, Free-exercise Clause, Establishment Clause, Petition, Protest, 4th Estate, Free Press, Militia, Quartering, Habeas Corpus, Warrant, Miranda v. Arizona, Double Jeopardy, Attorney, Civil Trial, Criminal Trial, Jury, Cruel and Unusual Punishment, Civil War Amendments, Abolition, Suffrage, Equal Protection, Poll Tax, Line of Succession, Prohibition, Repeal, Amendment	Students will be able to establish an understanding of the importance of civic participation and deliberation.	<p>Youth in Government Municipal Government Celebration – Students will meet with representatives of the municipal government to discuss their role. Students will engage in a mock council meeting later that day, where they will take on the role of the different stakeholders at a municipal council meeting.</p> <p>Political ideology Debate – Students will debate liberal and conservative perspectives of current issues related to the Constitution and Bill of Rights</p> <p>Amendment Alternate Reality Project – Students will develop original movies which investigates the effect of one of the Amendments on lives on Americans and shows what life would be like without it.</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Daily exit cards • Think-pair-share • Inside-Outside Circle • Do now <p>Summative:</p> <ul style="list-style-type: none"> • Project based assessment with rubric • Weekly vocabulary quizzes • Unit assessments • Socratic Seminar • DBQ • Reciprocal Teaching
Levels of Government (municipal, state, federal), Layer Cake Federalism, Legislative Branch, Executive Branch, Judicial Branch, Voting, Suffrage, U.S. Constitution, The Preamble, U.S. Bill of Rights, Liberal, Conservative, Political Party, Platform, Current Issues (ex. gun control, capital punishment, immigration, etc.)	Students will be able to engage in discourse/debate on public issues in a respectful and informed manner with the goal of finding consensus.	<p>Youth in Government Municipal Government Celebration – Students will meet with representatives of the municipal government to discuss their role. Students will engage in a mock council meeting later that day, where they will take on the role of the different stakeholders at a municipal council meeting.</p> <p>Debate the Issues - Students will be given public issues at random and with their group must conduct research supporting their topic. Students will write a paper as well as debate their topic against the opposing viewpoint.</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Daily exit cards • Think-pair-share • Inside-Outside Circle • Do now <p>Summative:</p> <ul style="list-style-type: none"> • Project based assessment with rubric • Weekly vocabulary quizzes • Unit assessments • Socratic Seminar • DBQ • Reciprocal Teaching
Separation of Powers, Checks and Balances, Bill, Veto, Democracy, Republic, Cause & Effect, Natural Rights, U.S. Constitution, The	Students will be able to differentiate between the various pillars of our governmental system.	What is America? – Design a homepage for the US Project –Students will design a homepage for the US, which reflects its geographic, economic, and cultural characteristics, as well as its principles.	<p>Formative:</p> <ul style="list-style-type: none"> • Daily exit cards • Think-pair-share • Inside-Outside Circle

<p>Preamble, U.S. Bill of Rights, Liberal, Conservative, Political Party, Platform, <i>e pluribus unum</i>, Verdict, Jury, Impeachment, Civil Trial, Criminal Trial, Attorney, Judicial Review, Veto, Override, Impeachment, The Preamble, U.S. Bill of Rights, Articles of the Constitution,</p>		<p>Preamble Picture Book Project - Students will create a picture book designed for a primary school audience, which will illustrate the key principles of the Constitution found in the Preamble.</p> <p>Political ideology Debate – Students will debate liberal and conservative perspectives of current issues related to the Constitution and Bill of Rights</p> <p>Supreme Decision: 1st Amendment on Trial – Student groups will be assigned three different cases which connect to first amend issues. Students will have to debate within their groups where they stand, and then defend their opinions in front of the class.</p> <p>Debate Different Bill of Rights - topics especially as they relate to students in school. This includes dress code, school newspaper, corporal punishment</p>	<ul style="list-style-type: none"> • Do now <p>Summative:</p> <ul style="list-style-type: none"> • Project based assessment with rubric • Weekly vocabulary quizzes • Unit assessments • Socratic Seminar • DBQ • Reciprocal Teaching
<p>Bill, Veto, Pocket Veto, Legislative Branch, House of Representatives, US Senate, Executive Branch, Administration, Bureaucracy, Federal Agencies, the Cabinet, Vice-President, Judicial Branch, Supreme Court of the US, Associate Justice, Chief Justice, Appropriation, Congressional Committees, Federalism, Electoral College, Elector, The Preamble, U.S. Bill of Rights, Articles of the Constitution, Verdict, Jury, Civil Trial, Criminal Trial, Attorney, Judicial Review, Veto, Override, Impeachment, Lobbyists</p>	<p>Students will be able to explore and assess the different ways that citizens can influence the policy process in order to achieve a desired outcome.</p>	<p>How a Bill Becomes a Law Skit Project – Students will research the US legislative process and then create a play, which shows a law of their own design going through each step.</p> <p>Presidential Election Mockumentary Project – Students will research the US electoral process. Students will create an original “mock”-umentary, which tells the fictional story of a fake candidate running for and getting elected POTUS.</p> <p>Presidential Paper Dolls Project – Students will research the powers of the POTUS. Students will create original paper doll presidents for each role with symbolic accessories, which reflect those powers.</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Daily exit cards • Think-pair-share • Inside-Outside Circle • Do now <p>Summative:</p> <ul style="list-style-type: none"> • Project based assessment with rubric • Weekly vocabulary quizzes • Unit assessments • Socratic Seminar • DBQ • Reciprocal Teaching

		Fairytale Mock Trial Unit – Students will research the US judicial process and will develop a prosecution and defense for a trial of a fairy tale character. Students will conduct the trial in class.	
Bill of Rights Declaration of Sentiments Freedom of Speech, Petition, Assembly, Religion, Press Due Process Magna Carta English Bill of Rights Jury of Peers Opinion, Concurring Opinion, Dissent Eminent Domain	Students will be able to identify fundamental rights and analyze how those rights have changed and advanced over time.	Have students watch and/or read Gideon's Trumpet Read the Magna Carta and English Bill of Rights Preamble Picture Book Project - Students will create a picture book designed for a primary school audience, which will illustrate the key principles of the Constitution found in the Preamble.	Formative: <ul style="list-style-type: none"> • Daily exit cards • Think-pair-share • Inside-Outside Circle • Do now Summative: <ul style="list-style-type: none"> • Project based assessment with rubric • Weekly vocabulary quizzes • Unit assessments • Socratic Seminar • DBQ • Reciprocal Teaching
Interdisciplinary Connections	<p>Performing Arts Integration: How a Bill Becomes a Law Skit, Presidential Mockumentary, Fairy Tale Mock Trial, Political Parties Debate, Rapping Up Branches of Government</p> <p>Visual Arts Integration: What is America - Homepage, Presidential Paper Dolls; Boston Massacre analysis for propaganda; 1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.</p> <p>Creating</p> <ul style="list-style-type: none"> • Anchor Standard 1: Conceptualizing and generating ideas. • Anchor Standard 2: Organizing and developing ideas. • Anchor Standard 3: Refining and completing products. <p>Performing/Presenting/Producing</p> <ul style="list-style-type: none"> • Anchor Standard 4: Developing and refining techniques and models or steps needed to create products. • Anchor Standard 5: Selecting, analyzing and interpreting work. • Anchor Standard 6: Conveying meaning through art. <p>Responding</p> <ul style="list-style-type: none"> • Anchor Standard 7: Perceiving and analyzing products. • Anchor Standard 8: Applying criteria to evaluate products. • Anchor Standard 9: Interpreting intent and meaning. 		

Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

English Language Arts

- NJSLA.(CR) Close Reading of Text: By the end of grade 12:.. 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.
- NJSLA.(CI) Central Ideas and Themes of Texts: By the end of grade 12:.. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- RI.CR.6-8.1. Cite 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.6-8.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.6-8.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
- RL.TS.6-8.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot
- RI.MF.6-8.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- RL.MF.6-8.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text
- RI.CT.6-8.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
- RI.PP.6-8.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation
- RI.MF.6-8.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue
- RL.CT.6-8.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics
- W.SE.6-8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.AW.6-8.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence

	<ul style="list-style-type: none"> W.WR.6-8.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation <p>Math: Effects of tariffs on pricing</p> <p>Science: Global warming as a political issue</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p>
Resources & Materials	Scholastic Up-Front New York Times Magazine Newsela EdPuzzle YouTube Teacher Generated Flipped Lessons Brainpop iCivics Readworks Discovery Techbook Quiziz https://www.njleg.state.nj.us https://constitutioncenter.org https://www.oyez.org
Career Readiness, Life Literacies and Key Skills	9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives
Computer Science and Design Thinking	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Google Suite, Microsoft Suite, Prezi, iMovie, Garage Band, Quicktime, Zoom

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Annotation guides	Answer masking		Self-directed activities	Answer masking
Think-pair- share	Answer eliminator			Answer eliminator

Visual aides Modeling Cognates	Highlighter Color contrast			Highlighter Color contrast Parent communication Modified assignments Counseling
--------------------------------------	-------------------------------	--	--	---

SOCIAL STUDIES		
6.3 Active Citizenship in the 21st Century		
Disciplinary Concept: Disciplinary Concept: Economics, Innovation, and Technology		
Disciplinary Concept	Core Ideas	Performance Expectation Standards
Economic Ways of Thinking Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.	Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation). 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
Time Allocated	4 Weeks	

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Supply and Demand Opportunity Costs Wants and Needs Inflation Goods vs Services Taxation - Hidden Tax, Regressive Taxes, Progressive Taxes, Income Tax Cost-Benefit Analysis Tariffs Universal Health Care Minimum Wage Affirmative Action Liberalism	Students will be able to Analyze the pros and cons of various economic activities and their effects on citizens	<ul style="list-style-type: none"> ● Debate Different Bill of Rights - topics especially as they relate to students in school. This includes dress code, school newspaper, corporal punishment ● Debate the Issues - Students will be given public issues at random and with their group must conduct research supporting their topic. Students will write a paper as well as debate their topic against the opposing viewpoint. ● Youth in Government Municipal Government Celebration – Students will meet with representatives of the municipal government to discuss their role. Students will engage in a mock council meeting later that day, where they will take on the role of the different stakeholders at a municipal council meeting. 	Formative: Daily exit cards Think-pair-share Inside-Outside Circle Do now Summative: Project based assessment with rubric Weekly vocabulary quizzes

Conservatism Political Parties Capitalism Socialism Communism Patent Copyright Plagiarism Sugar Act Stamp Act Townshend Acts Tea Act Monopoly Debt Credit Card Interest Stocks Speculators Regulation Privatization		<ul style="list-style-type: none"> ● Political ideology Debate – Students will debate liberal and conservative perspectives of current issues related to the Constitution and Bill of Rights. ● Sons of Liberty Editorial Project – Students will write editorial letters in protest of one of the tax laws, economic infringements and attacks on civil liberties which angered American colonists leading up to the American Revolution. ● Selling Activity - Students are given “money” and one student is chosen to sell a limited number of pencils. The students are given different amounts of money to replicate the different economic levels in a society and the problem of scarce resources. ● Stock Market Game - Students compete over a period of time to see who can raise the largest amount of theoretical money. Students will discuss and utilize an number of key economic areas. 	Unit assessments Socratic Seminar DBQ Reciprocal Teaching
Interdisciplinary Connections	English Language Arts <ul style="list-style-type: none"> ● NJSLA.(CR) Close Reading of Text: By the end of grade 12: 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. ● NJSLA.(CI) Central Ideas and Themes of Texts: By the end of grade 12: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● RI.CR.6-8.1. Cite 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.6-8.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. ● RL.IT.6-8.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution. ● RL.TS.6-8.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot ● RI.MF.6-8.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue. ● RL.MF.6-8.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text 		

	<ul style="list-style-type: none"> ● RI.CT.6-8.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics. ● RI.PP.6-8.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation ● RI.MF.6-8.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue ● RL.CT.6-8.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics ● W.SE.6-8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● W.AW.6-8.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence ● W.WR.6-8.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation <p>Math: Practical calculations, Graphing</p>
Resources & Materials	<p>Scholastic Up-Front New York Times Magazine Newsela EdPuzzle YouTube Teacher Generated Flipped Lessons Brainpop iCivics Readworks Discovery Techbook Quiziz https://www.njleg.state.nj.us https://constitutioncenter.org https://www.oyez.org</p>
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> ● 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income ● 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. ● 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
Computer Science and Design Thinking	<ul style="list-style-type: none"> ● 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Annotation guides	Answer masking		Self-directed activities	Answer masking
Think-pair- share	Answer eliminator			Answer eliminator
Visual aides	Highlighter			Highlighter
Modeling	Color contrast			Color contrast
Cognates				Parent communication
				Modified assignments
				Counseling