8th GRADE SOCIAL STUDIES

New Template: I copy & pasted all the info from the original doc into the new template below as best as I could. Anything in orange is missing. I also wasn't sure how you wanted to break up the People, Politics, and Issues or the Law & Justice unit so they are at the end of this doc and just need to be pasted into the right unit.

Summit Public Schools
Summit, New Jersey
Grade Level: 8th/ Content Area: Social Studies

Overview:
The 8th grade social studies program will provide students with a thorough, relevant, and engaging standards-based curriculum that focuses on United States government, civics, and current events from around the globe. It will emphasize problem-based learning experiences, 21st century skills, and literacy across the content areas in a supportive, challenging environment for all students.

The specific topics that will be covered are as follows:

Unit 1: The Purpose and Foundations of Government
Students will demonstrate knowledge regarding the five purposes that governments have, philosophies of government from Enlightenment thinkers, different forms of government from around the world, the ways in which government can be limited, and the principles of democracy.

Unit 2: The U.S. Constitution
Students will learn about the road that led to the Constitution being created, the issues that were discussed at the Constitutional Convention and the compromises they led to, the six principles that are embedded within the document, the structure of the document, the Bill of Rights and the amendment process, and the different types of constitutional powers.

Unit 3: The Legislative Branch
Students will analyze the structure of our Congress, how a bill is passed into law, congressional powers, and the requirements of representatives that are running for office.

Unit 4: The Executive Branch
Students will demonstrate knowledge of presidential powers, executive orders, the presidential Cabinet, and the requirements of running for office.

Unit 5: The Judicial Branch
Students will learn about our country's two court systems, the U.S. Supreme Court and landmark cases it has heard throughout history, the impact landmark cases have on current day America. They will also learn about the nine current Supreme Court justices and influential justices who have served in the past.

Unit 6: Elections and Political Parties
This unit will introduce students to politics in America. They will first go back in history to learn about the role and evolution of political parties in our country. They will understand the differences in beliefs held by Democrats and Republicans on key issues, the political spectrum, and the role that third parties can play in elections. They will learn about different election types, the Electoral College, the steps that are involved in running for President, campaign propaganda strategies that are used, the evolution of voting rights throughout history, and how to, themselves, one day become a registered voter.

Unit 7: Human Rights

This unit introduces students to the concepts contained in the Universal Declaration of Human Rights. Students will begin by learning about the United Nations and its legal limitations, and will then analyze the UDHR. Special focus of this unit will include an interdisciplinary unit with language arts on the Holocaust. To introduce this interdisciplinary unit, students will first learn about various human rights issues that exist around the globe. They will then focus on genocide as they complete a culminating experience that connects to their ELA class content.

Unit 8: Economics and Personal Finance

Students will demonstrate knowledge regarding the basic principles of economics and the role of government and the economy. They will study consumerism, and the role they play as an American consumer of goods and services. They will end the unit by completing a personal finance project, which requires them to create a monthly budget given an assigned salary.

Unit 9: Local Government and the Role of Citizenship

The final unit will ask students to reflect on what they have learned throughout the course of the year by considering their local government and the role they play as a citizen of their community. They will learn about the structure of their local government, what ordinances are and how they are developed, and will understand the responsibilities of the members of the Common Council.

By its conclusion, the course content will provide a direct correlation with the LCJSMS Ryder's Challenge and Washington D.C. trip. The combination of these events and activities will round out the 8th grade experience dealing with civics in a modern world and provide students with authentic, hands-on experiences.

Length of Course: 36 weeks of active teaching

Course of Study

The pace of the course is as follows:

Unit 1: The Purpose and Foundations of Government	**(3 weeks)**
Unit 2: The U.S. Constitution	**(3 weeks)**
Unit 3: The Legislative Branch	**(3 weeks)**
Unit 4: The Executive Branch	**(3 weeks)**
Unit 5: The Judicial Branch	**(4 weeks)**
Unit 6: Elections and Political Parties	**(4 weeks)**
Unit 7: Human Rights	**(4 weeks)**
Unit 8: Economics and Personal Finance	**(4 weeks)**
Unit 9: Local Government and the Role of Citizenship	**(4 weeks)**

Unit 1: The Purpose and Foundations of Government (3 Weeks)

Big Ideas: *Course Objectives/Content Statement(s)*

- In this unit, students will examine why governments exist - what purposes do they serve and why do we need them? Next they will learn about different Enlightenment thinkers, their contrasting ideas about what government should look like, and the role their philosophies play in the current structure of our government. Furthermore, do these philosophies still apply to government today? Finally, students will analyze different forms of government that exist around the world before taking a closer look at the core principles of what we will focus on for the rest of the school year - democracy.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. Why do governments exist and what is their purpose? 2. What were some of the different ideas that existed about the best way to structure government and what it should look like? 3. What are there different types of governments that exist and what do they look like? 4. What are the core principles of democracy? 5. What are some current events that are going on right now and how do they connect to what we've learned in class? a. *This will vary each year depending on current events at that time. An example topic that was used in 2021* - Why did the U.S. try to set up a democratic government in Afghanistan? What is currently going on in Afghanistan, who are the Taliban, and what government is in place?	**Students will understand that:** ● 4 Theories of how government began: ○ Force Theory ○ Divine Right Theory ○ Evolutionary Theory ○ Social Contract Theory ● Government has 5 basic purposes: Protection, Maintenance of Public Order, Resolution of Social Conflicts, Economic Stability, and Public Services ● Enlightenment thinkers, such as Thomas Hobbes and John Locke, had different ideas about what government should look like ("Social Contract", natural rights, etc.) ● Our government was built on ideas that were discussed by these important thinkers ● Different forms of government exist around the world ● These government types include: monarchies, dictatorships, democracies (direct, indirect, parliamentary system), oligarchies, theocracies, and more ● Anarchy is when no government exists at all ● A democracy is a government for the people ● Citizens participate in government and use something called rule of law to ensure that things are fair ● Ideas from both Hobbes and Locke can be seen in how democracies function ● The U.S. uses a representative democracy
Areas of Focus: Proficiencies	**Lessons**

(New Jersey Student Learning Standards)	
NJSLA Anchor Standard: 6.3 Active Citizenship in the 21st Century **6.3.8.CivicsPI.1:** Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve **6.2.8.CivicsDP.4.a:** Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary). **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). **Common Core State Standards Grade 6-8** 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 5. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 6. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 7. Distinguish among fact, opinion, and reasoned judgment in a text. 8. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently	**Lesson 1:** 5 purposes of government ● Real-life examples activity **Lesson 2:** Key Enlightenment thinkers ● Similarities and Differences ● Ideas about Government **Lesson 3:** Role of Enlightenment thinkers in shaping our government ● John Locke focus **Lesson 4:** Various forms of government ● Similarities and Differences **Lesson 5:** Different ways that citizens limit their government ● Real-life examples activity **Lesson 6:** Core principles of democracy ● **Lesson 7:** September 11th ● Events that took place ● Changes to American government in the aftermath **Lesson 8:** Global Current Events from around the world as they pertain to class ● Will vary year to year **Lesson 9:** Introduction to DBQ ● The differences between primary and secondary sources ● What a DBQ essay is ● How to analyze a document ○ Thomas Hobbes' *Leviathan* ○ John Locke's *An Essay Concerning Human Understanding*

Career-Ready 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.
CRP9: Model integrity, ethical leadership and effective management.
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.

Differentiation	Assessments
Interdisciplinary Connections ● ELA - Introduction to DBQ essay writing and analyzing primary sources. **Technology Integration** ● BrainPOP - Democracy, Parliamentary Systems ● Google Classroom and other Google applications ● Kahoot - Quiz/Test Review ● Jamboard ● DBQ Online **Media Literacy Integration** ● **Global Perspectives** ● Enlightenment thinkers from around the world ● Different forms of government that are used throughout the world ● Discussion of global current events	**Formative Assessments:** ● Informal "Do Nows" and "Exit Tickets" **Summative Assessments, Projects, and Celebrations:** ● End-of-unit quest on all topics covered throughout the unit ● Scored group discussions ● Writing – students will defend their opinion using evidence learned from class

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and	Modified assessment grading

	activities previews, anticipatory guides, and semantic mapping		

Recommended Texts to Support Unit:

- The U.S. Constitution
- Various iCivics readings
- Thomas Hobbes' *Leviathan*
- John Locke's *An Essay Concerning Human Understanding*

Unit 2: The U.S. Constitution	
Big Ideas: *Course Objectives/Content Standard(s)* ● In this unit, students will examine the founding document and the nation's supreme law of the land. Students will investigate some of the key events that led to the creation of the United States Constitution. After examining the 6 principles, students will begin to unpack the structure and how this document shapes our government. To conclude the unit, students will begin to develop their own views on the Constitution, the Amendments, and the role this document plays in our lives today.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What are some key events that led to the creation of the Constitution? 2. What are the main ideas, or principles, that are included in the Constitution? 3. What is the structure of the Constitution? 4. How and when should the Constitution be changed or updated? 5. What are some current events that are going on right now and how do they connect to what we've learned in class? a. *This will vary each year depending on current events at that time.*	**Students will understand that:** ● Colonists lived under King George and were taxed heavily ● This leads to the Revolutionary War and the Declaration of Independence ● The Articles of Confederation are used at first, but prove to be far too weak ● The Constitutional Convention takes place in Philadelphia, where several important compromises are negotiated ● The Framers of the Constitution is the name given to the men that created the document ● Only wealthy, white men are making decisions about government at this time ● There are 5 main principles: Popular sovereignty, limited government, separation of powers, checks and balances, and federalism.

	● Students will be able to give examples of each. For example, the people limit the government's power by voting for representatives they want elected. ● Federalism divides responsibility between our federal government with smaller, state governments ● The different responsibilities and powers that the federal government has compared to the states ○ *James Madison, Federalist Papers #51 & #47 will be analyzed* ● The Constitution begins with a Preamble and is followed by 7 Articles ● The amendments follow at the end of the document. ● The process by which the Constitution can be amended ● The amendments included in the Bill of Rights and the main idea of each ● Other important amendments that have been added throughout history: 12th, 13th, 14th, 15th, 19th, and 26th
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
NJSLA Anchor Standard: 6.3 Active Citizenship in the 21st Century **6.1.8.CivicsHR.3.a:** Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts). **6.1.8.HistoryCC.3.d:** Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. **6.1.8.CivicsPD.3.a:** Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. **6.1.8.CivicsPI.3.d:** Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.	**Lesson 1:** Important Dates ● Timeline activity ● Constitutional Convention, AOC, etc. ● Weaknesses of the AOC **Lesson 2:** Creation of the Constitution ● Conflicts at the Constitutional Convention **Lesson 3:** Compromises of the Convention ● Focus on Great Compromise - state representation in Congress **Lesson 4:** 6 Principles of the Constitution ● Real-life examples activity **Lesson 5:** Structure of the Constitution ● Preamble ● Main ideas of each article ● Organization of the document **Lesson 6:** The Amendment Process

6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

Common Core State Standards Grade 6-8

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
6. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
7. Distinguish among fact, opinion, and reasoned judgment in a text.
8. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently

Career-Ready 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.

- How to amend
- Amendments to the Constitution in history

Lesson 7: Bill of Rights

- Main Ideas
- Present-day applications

Lesson 8: Global Current Events from around the world as they pertain to class

- Will vary year to year

Lesson 9: Primary Source Analysis

- James Madison, *Federalist Paper #47*
- James Madison, *Federalist paper #51*

Lesson 10: DBQ Trial Essay

- How does the Constitution Guard Against Tyranny?

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.
CRP9: Model integrity, ethical leadership and effective management.
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.

Differentiation

Interdisciplinary Connections

- ELA - DBQ essay writing and analyzing primary sources.

Technology Integration

- BrainPOP - Causes of the American Revolution, Articles of Confederation, Constitutional Convention, U.S. Constitution
- Google Classroom and other Google applications
- Kahoot - Quiz/Test Review
- Jamboard
- DBQ Online

Media Literacy Integration

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Global Perspectives

- The influence that Great Britain had over the colonies, which sparked the Revolutionary War
- A discussion on liberties and freedoms included in the Bill of Rights that are not guaranteed to citizens of other countries

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners

Assessments

Formative Assessments:

- Informal "Do Nows" and "Exit Tickets"

Summative Assessments, Projects, and Celebrations:

- Quiz 1
- Quiz 2
- End-of-unit test on all topics covered throughout the unit
- DBQ Essay Trial

Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- The U.S. Constitution
- Various iCivics readings
- James Madison, *Federalist Paper #47*
- James Madison, *Federalist paper #51*

Unit 3: The Legislative Branch	
Big Ideas: *Course Objectives/Content Standard(s)* ● In this unit, students will learn about the lawmaking power that is given to Congress. The unit will also focus on the structure of congress and the bill making process. To further expand on this topic, students will debate bills currently making their way through congress.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How is Congress organized and is that the best way to represent the constituents of their district? 2. What purpose does the Legislative Branch serve? 3. How does a bill become law? 4. What powers does Congress have that influence the nation? 5. What are the requirements to become a member of Congress? Is this requirement fair? 6. What are the benefits of term limits for members of Congress? 7. What are some current events that are going on right now and how do they connect to what we've learned in class? a. *This will vary each year depending on current events at that time.*	**Students will understand that:** ● Congress is a bicameral legislature having two bodies-House of Representatives and Senate ● The negotiation of the Great Compromise at the Constitutional Convention is reflected in our bicameral legislature ○ State representation varies in the House and the Senate ● The purpose of the Legislative Branch is to create laws that best fulfill the needs of their constituents. ● There are different ways that a bill can become a law. ● Legislative Powers- Collect taxes, borrow money, regulate trade with other nations, make laws about naturalization, coin money, set standards of weight and measures, establish post offices and highways, issue patents and copyrights, declare war, make laws for the District of Columbia ● Non Legislative Powers- Elect a President/Vice President if no candidate gets 270 Electoral Votes, confirm appointments and treaties made by the

	President, propose amendments to the Constitution, call conventions to propose amendments if demanded by the states, admit new states to the nation, bring impeachment charges (House of Representatives), and try impeachment cases (Senate). ● The census is taken every ten years and will impact the number of representatives each state receives. ● House of Representative Requirements: ○ 25 years old ○ 7 years a citizen ○ 2 year term with no term limit ● Senate Requirements: ○ 30 years old ○ 9 years a citizen ○ 6 year terms with no term limit
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
NJSLA Anchor Standard: 6.3 Active Citizenship in the 21st Century **6.1.8.CivicsPI.3.d:** Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans. **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.7**: Compare how ideas become laws at the local, state, and national level. **Common Core State Standards Grade 6-8** 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	**Lesson 1:** The Structure of Congress ● Role of Congress ● How a bill becomes law **Lesson 2:** Continuation of the Structure of Congress ● Differences between the House and Senate ● Reference to the Great Compromise from last unit **Lesson 3:** How Laws are Made ● The process by which a bill becomes law ● The President's role **Lesson 4:** Legislative Powers ● Analyze Article 1 Section 8 of the Constitution ● Necessary and Proper Clause **Lesson 5:** The U.S. Census ● When the census is given ● Analyze census data **Lesson 6:** Differences between the House and Senate ● Requirements to be a representative for each chamber ● Terms for each chamber

3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 5. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 6. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 7. Distinguish among fact, opinion, and reasoned judgment in a text. 8. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently **Career-Ready 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. **CRP9**: Model integrity, ethical leadership and effective management. **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.	• Different roles and responsibilities of each chamber
Differentiation	**Assessments**

Interdisciplinary Connections

- ELA - DBQ essay writing and analyzing primary sources.

Technology Integration

- BrainPOP
- Google Classroom and other Google applications
- Kahoot - Quiz/Test Review
- Jamboard
- DBQ Online

Media Literacy Integration

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Global Perspectives

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Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Formative Assessments:

- Informal "Do Nows" and "Exit Tickets"

Summative Assessments, Projects, and Celebrations:

- Quiz 1
- Model Congress Project*
- End-of-unit quest on all topics covered throughout the unit
- Scored group discussions
- Writing – students will defend their opinion using evidence learned from class

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- Various readings from iCivics
- Textbook Chapter (fill)

Unit 4: The Executive Branch	
Big Ideas: *Course Objectives/Content Statement(s)* ● In this unit, students will focus on the executive branch of government. They'll learn about the powers that are given to the President through the Constitution, requirements of becoming President, the role of the presidential Cabinet and executive orders, and the process of impeachment.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What are powers that are given to the President in the Constitution? 2. What are the requirements for becoming President? 3. What are executive orders and what's an	**Students will understand that:** ● The President is the Commander in Chief of the U.S. Army and Navy, has the power to make treaties with leaders of other foreign nations, pardon individuals from

example of a famous executive order that was used in history? Why are executive orders controversial? 4. What is the President's Cabinet? 5. What is impeachment? What is the impeachment process and what are the grounds for impeachment? How many presidents have been impeached?	crimes, and to appoint certain representatives. ● A person must be at least 35 years old, have lived in the U.S. for at least 14 years, and must be a natural-born citizen to become President. ● Executive orders are not explicitly mentioned in the Constitution, but it has been assumed that the President has this power. Executive orders have the force of law, although they are not technically laws (like those that are passed by Congress). Executive Order 10730 was issued by Dwight D. Eisenhower in an attempt to desegregate schools following the decision that was made in Brown vs. Board of Education. ● Today, the President's Cabinet is made up of 15 department heads. Every President in U.S. history has used some form of Cabinet, although they used to be much smaller than they are today. ● Impeachment is the act of charging a government official with wrongdoing. It's commonly misunderstood that impeachment means removal from office, but it does not. The impeachment process begins in the House of Representatives and moves to a trial in the Senate.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
NJSLA Anchor Standard: 6.3 Active Citizenship in the 21st Century **Career-Ready 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.	**Lesson 1:** ● **Lesson 2:** ● **Lesson 3:** ● **Lesson 4:** ● **Lesson 5:** ●

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.
CRP9: Model integrity, ethical leadership and effective management.
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.

Lesson 6:
-

Lesson 7:
-

Lesson 8:
-

Differentiation

Interdisciplinary Connections
- ELA - various writing assignments throughout the unit
- Math - skills will be used to calculate the current makeup of our Congress

Technology Integration
- BrainPOP - Presidential Power
- Video on the history of the President's Cabinet
- Google Classroom and other Google applications
- Kahoot - Quiz/Test Review
- Jamboard
- DBQ Online

Media Literacy Integration
- Primary/secondary source analysis

Global Perspectives
- The role the United States plays on the world stage
- The role the United Nations plays on the world stage
- Global Economics

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners

Assessments

Formative Assessments:
- Informal "Do Nows" and "Exit Tickets"
- Casual writing assignments

Summative Assessments, Projects, and Celebrations:
- Quiz 1
- End-of-unit quest on all topics covered throughout the unit

Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- The U.S. Constitution
- Various iCivics readings
- Textbook Chapter fill
- Primary source - Executive Order #10730

Unit 5: The Judicial Branch	
Big Ideas: *Course Objectives/Content Statement(s)* • In this unit, students will learn about the judicial branch of government. They'll begin the unit by analyzing the structure of our two court systems. Next, they'll consider the differences between civil and criminal law. Finally, they'll spend most of the unit learning about the Supreme Court, and the landmark cases it has heard throughout history that have shaped American society.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How is the U.S. court system structured? 2. What is the difference between civil and criminal law? 3. What is the U.S. Supreme Court and what does it do? 4. How many justices does it have? What are the requirements and term lengths of justices? What kinds of cases does the Supreme Court hear? 5. Who were some influential justices that served on the Supreme Court throughout history? 6. Is the Supreme Court a truly non-political institution? 7. How does the Supreme Court make decisions on cases? 8. What are landmark cases? What are some landmark cases that the Supreme Court has heard throughout the course of history? 9. What are some current events that are going on right now and how do they connect to what we've learned in class? a. *This will vary each year depending on current events at that time.*	**Students will understand that:** • The U.S. has two court systems - federal and state. Each system is structured in a similar way, but they hear different kinds of cases. • Criminal law cases involve a citizen that broke a government law, and therefore committed a crime. In these cases, the government prosecutes the defendant. The consequence is often a fine, jail time, and sometimes even death. In civil cases, two citizens have experienced conflict with one another, and need a third party to resolve the issue. These cases involve a plaintiff and a defendant, and usually they result in payment for damages. • The U.S. Supreme Court is the highest court in America, meaning it has ultimate legal authority. • Marbury vs. Madison, a prominent landmark case, established that the Supreme Court has the power of judicial review. • It is made up of nine justices - eight associate justices and one chief justice. The President appoints Supreme Court justices

	and they are confirmed by the Senate. The term is for life, meaning that many justices either resign or die after serving for many years. The current justices are the following: Chief Justice John Roberts, Clarence Thomas, Samuel Alito, Sonia Sotomayor, Elena Kagan, Neil Gorsuch, Brett Kavanaugh, Amy Coney Barrett, and Katanji Brown Jackson. ● Some influential justices that have served throughout history include: Thurgood Marshall, Sandra Day O'Connor, and Ruth Bader Ginsburg ● The Supreme Court, and the justices that serve, are not meant to be a political institution ○ Controversies surrounding this ○ Imperfections of the Supreme Court ● The Supreme Court often hears cases that raise controversial constitutional questions. ● The Supreme Court writes opinions ○ Different types: majority vs. dissenting ● Landmark cases studied ○ Plessy v. Ferguson ○ Brown vs. BOE ○ Tinker vs. Des Moines ○ Engel vs. Vitale ○ New Jersey vs. T.L.O. ○ Mahanoy Area School District vs. B.L. ○ Kennedy vs. Bremerton School District ○ Schenck vs. United States ○ Brandenburg vs. Ohio ○ Gideon vs. Wainwright ○ Miranda vs. Arizona ○ Roe vs. Wade ○ Obergefell vs. Hodges
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
NJSLA Anchor Standard: 6.3 Active Citizenship in the 21st Century	**Lesson 1:** America's Two Court Systems ● The differences between the federal and state court systems

Career-Ready 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.
CRP9: Model integrity, ethical leadership and effective management.
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.

- Types of cases heard by each

Lesson 2: Civil vs. Criminal Law
- "Two Accidents, One Trial" Activity

Lesson 3: Introduction to the Supreme Court
- What it is
- How many justices and requirements/terms
- Powers - Marbury v. Madison and judicial review

Lesson 4: Cont. of the Supreme Court
- Types of cases the SC hears
- Examples of constitutional questions

Lesson 5: Supreme Court Justices
- "Meet the Justices" activity
- Place justices on a political spectrum based on ideology

Lesson 6: Introduction to Landmark Cases
- Plessy vs. Ferguson
- Brown vs. BOE

Lesson 7-9: Landmark Cases (mini simulation project)
- Activity where students are put into a group and assigned a couple different landmark cases. They will read the background of the case, but not the decision that was made. They will act as justices and discuss the issues of the case, and the constitutional relevance. They will then vote and make a decision on each case they were assigned.

Lesson 10: Landmark Cases Cont.
- Learn about the actual decisions that were made in each of the landmark cases

Lesson 11-12: Roe v. Wade
- Previous decision made and reversal

Differentiation	Assessments
Interdisciplinary Connections ● ELA - various writing assignments ● Science - the Supreme Court has made controversial decisions on cases that relate to science (evolution, etc.)	**Formative Assessments:** ● Informal "Do Nows" and "Exit Tickets" ● Casual writing assignments **Summative Assessments, Projects, and Celebrations:** ● Quiz 1

Technology Integration

- BrainPOP - Supreme Court
- C-Span Landmark Case Website
- Google Classroom and other Google applications
- Kahoot - Quiz/Test Review
- Jamboard
- DBQ Online

Media Literacy Integration

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Global Perspectives

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Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations

- Quiz 2
- Quiz 3
- End-of-unit test on all content covered throughout the unit

Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- The U.S. Constitution
- Various iCivics readings
- Textbook Chapter fill
- Landmark Case backgrounds and majority/dissenting opinions

Unit 6: Elections and Political Parties	
Big Ideas: *Course Objectives/Content Statement(s)* • In this unit, students will study the different types of elections that our country has, with a focus on the presidential election. They will learn about how the Electoral College functions, and why it is controversial. Students will learn about the evolution of political parties in America, and our two-party system. They will analyze the platforms of the Democratic and Republican parties, learning about the key differences that exist between them on several key issues. While students will learn about the tension that exists today in American politics, they will also discuss and brainstorm different ways that opposing ideologies can negotiate and work together.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How does voting give citizens' a voice?	**Students will understand that:**

2. How do candidates and political campaigns organize to influence voters? 3. What are the components of a political campaign and how do factors, including social/political issues, polling, advertising, endorsements, primaries and caucuses, and speeches affect the outcome of campaigns? 4. What are the two main political parties in the United States? 5. What is the role of the third party? 6. How should campaigns be financed and what restrictions should be put in place if any? 7. Should the Electoral College be Abolished?	● Voting is the responsibility of every citizen and the main way to get their voice heard. Voting is the best way to influence our government and create a thriving democracy ● Depending on where you live may mean that there are different voting requirements. ex:voter ID laws, mail-in ballots, same day registration ● Political campaigns spend a large amount of money on campaigning. How they do this can vary from candidate to candidate. Polling often dictates how the campaign decides to allocate their funds. ● The Democratic and Republican parties are the two main parties in the United States. Typically these parties align with liberal or conservative values. ● There are many political parties but often do not influence elections. They can influence the two main parties to adopt some of their beliefs. ● Campaign financing is a very complex, controversial topic. Both political parties compile milions of dollars in donations. For the private citizen there is a limit to how much you can donate to a campaign. There are ways around this and often creates a lot of questions into the financing of these large campaigns. ● There are several political parties in the United States and each represents a different view on how the government should function. These views are directly reflected in each party's platform ranging from conservatism to liberalism. ● There are several factors that affect a successful campaign. Students will be able to identify and demonstrate how these factors affect both the design, focus and outcome of a campaign for public office. ●

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
NJSLA Anchor Standard: 6.3 Active Citizenship in the 21st Century **Career-Ready 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. **CRP9**: Model integrity, ethical leadership and effective management. **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.	**Lesson 1:Being a Voter** ● *requirements of the Voter* ● *different types of elections* **Lesson 2: Introduction to Political Parties** ● *What are they? What purpose do they serve* **Lesson 3:History of the Democratic Party** ● *Liberalism* **Lesson 4: History of the Republican Party** ● *Conservatism* **Lesson 5: Political Spectrum** ● *Value line with discussions based off of various topics* **Lesson 6: Electoral College Simulation** ● **Lesson 7: Should the Electoral College be Abolished? DBQ** **Lesson 8: How do campaigns influence your vote?** **Lesson 9: Campaign Financing**
Differentiation	**Assessments**
Interdisciplinary Connections ● ELA - various writing assignments ● Science - certain political issues that parties take stances on involve science (evolution, the environment, abortion, medical care, etc.) **Technology Integration** ● BrainPOP - Political Parties ● Democratic and Republican party online platforms ● Google Classroom and other Google applications ● Kahoot - Quiz/Test Review	**Formative Assessments:** ● Informal "Do Nows" and "Exit Tickets" **Summative Assessments, Projects, and Celebrations:** ● End-of-unit quest on all topics covered throughout the unit ● Scored group discussions ● Writing – students will defend their opinion using evidence learned from class

- Jamboard
- DBQ Online

Media Literacy Integration

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Global Perspectives

- Consider policies that other countries use on key issues, such as health care, for example

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding,	Differentiated materials

	feedback	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- *Political Party Platforms*
- *NJ State Website*
- *USA Government Website*
- *iCivics*
- *Textbook Chapter 23*

Unit 7: Human Rights	
Big Ideas: *Course Objectives/Content Standard(s)* ● This unit introduces students to the concepts contained in the UDHR. Special focus of this unit will include an interdisciplinary unit with language arts on the Holocaust. Students will complete a culminating experience that increases their cultural awareness and understanding that they are part of a larger global community.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What are human rights? ● What is the United Nations? What type of work does it do? ● Does the UN have any global legal authority? ● Who are some influential human rights activists and what did they accomplish? ● What is the Universal Declaration of Human Rights? What kinds of rights are included in this document? ● What are human rights violations?	**Students will understand that:** ● The historical origin and contemporary relevance of the Universal Declaration of Human Rights is necessary to understand how this document has affected the human condition across the larger global community. ● Analytical and critical reading skills as well as vocabulary building strategies will help to comprehend challenging texts and primary source documents.

	• Aa sense of social awareness, compassion and empathy for those citizens of the world that face oppression and discrimination on a continued basis is important. • They can apply their understanding of fundamental human rights to a contemporary problem or human crisis.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
NJSLA Anchor Standard: 6.3 Active Citizenship in the 21st Century **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.CivicsHR.1:** Construct an argument as to the source of human rights and how they are best protected. **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. Common Core State Standards Grade 6-8 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 5. Identify aspects of a text that reveal an author's point	**Lesson 1:** • **Lesson 2:** • **Lesson 3:** • **Lesson 4:** • **Lesson 5:** • **Lesson 6:** • **Lesson 7:** • **Lesson 8:** • Possible Human Rights Project Description- Human Rights Film Festival - students will examine human rights guaranteed by the UDHR to create a film/political awareness video which showcases a major human rights violation. Students will conduct extensive research as supporting information in their featured film, exploring the broad scope of the problem, which UDHR rights are being violated, which stakeholders are affected, and what actions need to be taken to provide assistance.

of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 6. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 7. Distinguish among fact, opinion, and reasoned judgment in a text. 8. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. **Career-Ready 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. **CRP9**: Model integrity, ethical leadership and effective management. **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.	
Differentiation	**Assessments**
Interdisciplinary Connections • **Technology Integration** • **Media Literacy Integration**	**Formative Assessments:** • **Summative Assessments, Projects, and Celebrations:** •

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Global Perspectives

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Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic	Individualized assessment tools based on student need

	responding	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

Unit 8: Economics and Personal Finance	
Big Ideas: *Course Objectives/Content Standard(s)* ● In this unit, students will demonstrate knowledge regarding the basic principles of economics and the effect on the United States economy, along with its effect on the global markets as well. In addition, students will learn about personal financial literacy and how skills can affect earning power.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What is consumption, price, money, supply, demand and interest rates and how they affect our economy? 2. What decisions are required for an effective personal finance budget plan? 3. What is economic growth and its benefits and what may interfere with economic growth.	**Students will understand that:** ● Supply and demand are the backbone of our economic system and their interaction is the basis of our economy. Both consumers and sellers determine supply and demand for all products. As supply or demand moves, both consumers and sellers play a pivotal role in this action. ● Personal finance is the budgeting of income based upon a given salary of an occupation. Students will understand the differences between needs and wants and comprehend how these choices affect their budgets. ● The variety of possible investments and the impact that savings and investment has on individuals and the U.S. economy. ● How economic growth is facilitated in a nation and the impact of economic growth has on individual households and the world economy.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
NJSLA Anchor Standard: 6.3 Active Citizenship in the 21st Century **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). **Financial Literacy Standards-** **9.1.8.A.2** Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. **9.1.8.A.3** Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. **9.1.8.A.4** Relate earning power to quality of life across cultures. **9.1.8.A.5** Relate how the demand for certain skills determines an individual's earning power. **9.1.8.A.6** Explain how income affects spending decisions. **Career-Ready 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.	**Lesson 1:** ● **Lesson 2:** ● **Lesson 3:** ● **Lesson 4:** ● **Lesson 5:** ● **Lesson 6:** ● **Lesson 7:** ● **Lesson 8:** ● ●

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
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.

Differentiation

Interdisciplinary Connections

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Technology Integration

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Media Literacy Integration

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Global Perspectives

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Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language

Assessments

Formative Assessments:

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Summative Assessments, Projects, and Celebrations:

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Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

Unit 9: Local Government and the Role of Citizenship	
Big Ideas: *Course Objectives/Content Sta*	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
	Students will understand that:

	•
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
NJSLA Anchor Standard: 6.3 Active Citizenship in the 21st Century **Career-Ready 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. **CRP9**: Model integrity, ethical leadership and effective management. **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.	**Lesson 1:** • **Lesson 2:** • **Lesson 3:** • **Lesson 4:** • **Lesson 5:** • **Lesson 6:** • **Lesson 7:** • **Lesson 8:** • •
Differentiation	**Assessments**
Interdisciplinary Connections • **Technology Integration** • **Media Literacy Integration**	**Formative Assessments:** • **Summative Assessments, Projects, and Celebrations:** •

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Global Perspectives

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Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic	Individualized assessment tools based on student need

	responding	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

2021 DOC INFO STILL TO BE ADDED INTO ABOVE UNITS

Not sure where you want these?

Allow students the opportunity to research multiple perspectives, develop a thesis statement and defend that statement.

Engage students in the study of history through the use of non fiction and historical fiction and enhance appreciation of literature through student led discussions

Unit 4 - Law and Justice

NJSLA:

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.

6.3.8.CivicsPR.5:
Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Big Ideas: *Course Objectives / Content Statement(s)*

Students will learn the fundamentals of the United States Justice System while researching a current court case and preparing a Mock Trial. Students will synthesize their law research to design and execute all the essential elements of a court case and demonstrate their learning through the Mock Trial process.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

1. What is Just and what is Justice? 2. What is the purpose of the judicial system? 3. How is the judicial system organized to ensure justice ? 4. What are the similarities and differences between civil, criminal and juvenile law and proving guilt in court.	Students will understand that… Students will understand that justice is not always just. Students will understand that Article 3 of the Constitution defines the purpose, roles and responsibilities of the Judicial Branch in settling disputes based on current law and/or case law. The Supreme Court is the final court of the appeal and determines the constitutionality of any law, court decision or government action using their power of judicial review. Students will understand the Structure of Courts including: ● The similarities of Local, State and Federal Courts ● The purposes of the different levels of court such as: Trial Court, Appeals Court, and Supreme Court ● The Jurisdiction of courts. Students will understand the three branches of law. One dealing with violations of laws, another with violations by one party toward another and a third dealing with offenses by minors. Students will learn procedures vary depending upon the type of court involved (ex: criminal, civil, juvenile).

5. How have historical court cases shaped precedent in the United States?	Students will research court cases in order to understand their historical importance and effect on our country. ● Marbury v Madison ● Brown v Board of Education ● Plessy v Ferguson ● Dred Scott v Sanford ● Gideon v Wainwright ● Miranda v Arizona ● NJ v TLO
6. What are the roles and responsibilities found in courtroom proceedings?	Students will learn the roles with in the courtroom including: ● Judge ● Bailiff ● Jury ● Court Recorder ● Defense Attorney ● Prosecution Attorney ● Witnesses Students will learn courtroom proceedings including: ● Call to order ● Swearing in of jury ● Opening statements ● Swearing in of witnesses ● Direct examination of prosecution witness ● Cross examination of prosecution witness ● Direct examination of defense witness ● Cross examination of defense witness ● Closing statements ● Jury deliberations and decision
7. How are arguments developed, defended and justified in a Mock Trial?	Students will learn how to effectively conduct research to create arguments for and against their case.
Areas of Focus: Proficiencies	**Examples, Outcomes, Assessments**

(Cumulative Progress Indicators)	
6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearing, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society Common Core State Standards Grade 6-8 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 5. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 6. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 7. Distinguish among fact, opinion, and reasoned judgment in a text. 8. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee.	**Instructional Focus:** Students will work collaboratively on a problem based learning unit to research, construct and argue a Mock Trial based on a current high interest court case. **Sample Assessments:** ● Judicial System Pretest and Posttest ● Objective Based Unit Test ● Mock Trial Problem Based Learning Unit ● Mock Trial Written Persuasive Assignments (Direct Examination Script, Cross Examination Script, Opening Statement, Closing Statement, Witness Statements) ● Mock Trial Courtroom Role Play **Instructional Strategies:** ● This problem based learning unit will be implemented to guide students into a final presentation of a Mock Trial. ● Lessons will focus on an essential question for the week and activities will include Benchmark Lessons, Group Activities and Individual Activities. ● Lessons will include time to conduct research, Mini Quiz as well as Mock Trial written component. **Interdisciplinary connections:** ● Students read newspaper articles for current information about the judicial branch. **Technology Integration:** Students will be using the library and computer lab weekly to research Mock Trial cases. Weekly Library Media Research Topics include: ● Background of Case

CRP2: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with	● Case Law and Precedent ● Building your Argument - Constitutionality and Law ● Preparing the arguments and case for the defense ● Preparing the arguments and case for the prosecution

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. **CRP9**: Model integrity, ethical leadership and effective management. **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.	**Global Perspective:** Cross disciplinary connection to Language Arts students reading the *Diary of Anne Frank* in order to reinforce the concepts of just and unjust.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area:	**21st Century Skills:** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills **21st Century Themes (as applies to content area):** Legal literacy Civic Literacy