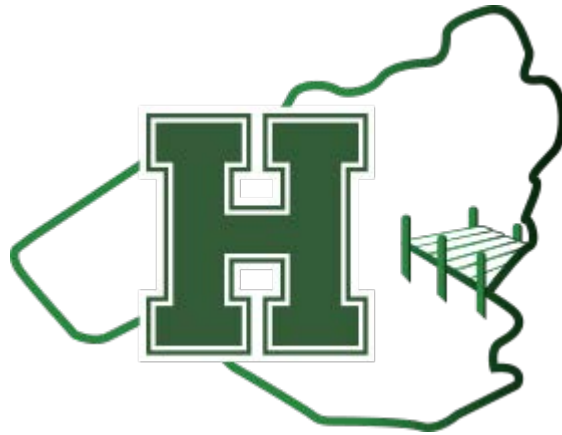


Hainesport Township School District



Course Title: Social Studies & Civics
Grade(s): Eighth Grade Board
Approval: Jan. 4, 2024

District Administration

Joseph R. Corn, Superintendent

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Julia B. Wolfrom, Principal PreK-4 & Special Services

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Bianca Cuniglio

Jeffrey Duda

Kristin Jakubowski

Erin Minero

Jillian Ormsby

Jennifer Weres

Purpose: The Civics curriculum was developed in accordance with Bill S854/237 Scs (SCS) “Laura Wooten’s Law”

Grade Level: 8th Grade

Timeline: Marking Periods 1 & 2 of 8th Grade year. (Approx. 90 days of instruction)

Pacing Guide:

Topic	Unit #	Unit Length
Foundation Concepts and Principles	I	30 days
Foundation Documents	II	15 days
The Constitution, American Ideals and the American Experience	III	15 days
Role of the Citizen	IV	30 days

Unit 1: Foundation Concepts and Principles Curriculum Area: Civics Unit Length: 6 Weeks	Grade Level: 8
Unit Summary	
The United States of America is unique among nations in that it was founded upon an idea. What unites us as Americans is our shared commitment to those ideas and ideals. Any analysis of the structure of American government requires that students first understand the foundational concepts that are the rationale for a constitutional democracy. This unit will ask students to explore the key concepts and principles upon which the government of the United States was established.	
Essential Question	
How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?	
Enduring Understandings	

Every human being is entitled to certain “natural” rights
 The concept of natural or human rights arises from basic common religious or philosophical concepts about the dignity of each human being.
 Natural rights were defined by John Locke as “life, liberty, and property”
 The Declaration of Independence is based on the concept of human rights.

District/School Supplementary Resources

- <http://www.brainpop.com/>
- <http://www.njamistadcurriculum.net/>
- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.nj.gov/education/holocaust/curriculum/>
- <https://www.docsteach.org/>
- <http://www.loc.gov/teachers/>
- <http://www.smithsoniansource.org/>
- <http://www.digitalhistory.uh.edu/>
- <https://www.history.com/>
- <http://www.quizlet.com/>
- <http://www.kahoot.it/>
- <http://www.youtube.com/>

District/ School Formative Assessment Plan

- Teacher Observation
- Presentations
- Quizzes/Test
- Portfolios
- Group Projects/Discussions
- Constructed Response
- Speeches/Debates

District/ School Summative Assessment Plan

- Performance Tasks
- Summative Assessment

Instructional Best Practices

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Identifying Similarities and Differences | <ul style="list-style-type: none"> ● Managing response rates |
|--|---|

- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues, Questions, and Advance Organizers
- Gradual Release of Responsibility

- Checks for Understanding
- Diagrams, Charts and Graphs
- Coaching
- Reading Partners
- Visuals
- Collaborative Problem Solving
- Active Engagement Strategies
- Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric scores, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Standards

NJ Student Learning Standards for Social Studies

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

- 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve

- 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.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

Suggested Practices for Social Studies

<https://civiced.rutgers.edu/resources/suggested-practices>

Differentiation for Middle School Social Studies

<https://civiced.rutgers.edu/documents/civics/middle-school-civics/104-differentiation-for-middle-school-social-studies/file>

NJ ELA Grade 6-8 Companion Standards

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- RH.6-8.6. 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).

- RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Student Learning Standards for English Language Arts

<https://www.nj.gov/education/standards/ela/Index.shtml>

8.1 Technology Standards

8.1E 6-8. Use a variety of search tools and filters to access multiple data bases (for example, census data, the Bureau of Labor Statistics, the Departments of Education, Agriculture, Health & Human Services) in order to find information relevant to the solution of a real world problem.
Career Readiness, Life Literacies & Key Skills

Career Readiness, Life Literacies, and Key Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.

Social and Emotional Learning in Middle School Social Studies Instruction

<https://casel.s3.us-east-2.amazonaws.com/SEL-in-Middle-School-Social-Studies-8-20-17.pdf>

Routine Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> ● Whole group ● Pair-Share ● Small group Discussion ● Teacher directed Discussion ● Student-led Discussion ● Questioning ● Active Listening Strategies ● Oral Presentation 	<ul style="list-style-type: none"> ● Class Debate ● Oral Reports
Routine Writing	Writing Task
<ul style="list-style-type: none"> ● Exit Ticket ● Do Now 	<ul style="list-style-type: none"> ● Explanatory Writing ● Persuasive Writing

<ul style="list-style-type: none"> ● Reflections ● Short Constructed Response ● Note Taking 	
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Unit Assessment

E.g., Mock Election: instill the habit of participating in elections by having students research candidates and vote in the annual New Jersey Mock Election, held each year two weeks prior to election day in November

**Topic 1: Human Rights
Timeframe: Three Days**

Inquiry Questions	Supporting Questions
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<ul style="list-style-type: none"> ● How can natural/human rights be protected? 	<ul style="list-style-type: none"> ● What are natural/human rights? ● How do natural rights represent the dignity of each human being? ● How does the “consent of the governed” protect human rights?
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Vocabulary

- Consent of the governed
- Dignity
- Due Process
- English Bill of Rights
- Human Rights
- Inalienable Liberty
- Magna Carta
- Natural Rights
- Property
- Rule of Law
- Social contract

NJSLS Lessons, Activities, and Resources

NJ Student Learning Standards	
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<p align="center">(What the students will know)</p> <p>I can...</p>	<p align="center">Exemplar Lessons and Activities</p>
<p>What are natural/human rights?</p>	<ul style="list-style-type: none"> ○ NJ Center for Civic Education: What are natural/human rights? ○ See five-minute video summarizing John Locke’s “revolutionary” ideas about natural rights from the Fraser Institute at https://www.youtube.com/watch?v=ocJ2fPk5FGE
<p>How did the idea of human rights develop?</p>	<ul style="list-style-type: none"> ○ Youth for Human Rights: The Background of Human Rights ○ For students who are proficient readers, consider this lesson submitted by a successful middle school civics teacher on the evolution of specific human rights from the Magna Carta to the founding of the American colonies: The Magna Carta and Asserting Human Rights in the American Colonies .
<p>What section of Magna Carta did he invoke?</p> <p>How was his trial instrumental in creating the colony of Pennsylvania?</p> <p>What influence did the Magna Carta have on Penn’s creation of government in Pennsylvania as evident in <i>The Frame of the Government of the Province of Pennsylvania</i>?</p>	<p>Analyze <i>The Peoples Ancient and Just Liberties</i>, as presented in William Penn’s trial.</p>
<p>Why did Thomas Jefferson change Locke’s “right to life, liberty and property,” to “life, liberty and the pursuit of happiness” in the Declaration of Independence?</p> <p>Why is the consent of the governed important to protect human rights?</p>	<ul style="list-style-type: none"> ○ National Archives: Declaration of Independence: A Transcription National Archives
<p align="center">Modifications/Accommodations for Special Education Students</p>	<p align="center">Accommodations for At-Risk Students</p>

<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks

- Identify and review objectives for lesson
- Stations
- Intervention/Remediation

**Topic 2: Why do we need Government?
Timeframe: One Week**

Inquiry Questions

Supporting Questions

Why do we need government?
What makes government legitimate?

What would life be like in a state of nature?
How does government balance the need for social order and individual liberty?
What would life be like in a state of nature?
How does government balance the need for social order and individual liberty?
What is the difference between power and authority?
What is the source of authority?
What is meant by “consent of the governed?”
What is the social contract?
What forms can governments take?
What are advantages and disadvantages of each form of government?
What is the “rule of law” and why is it necessary for authority to be legitimate?
According to the Declaration of Independence what are the main purposes/goals of government?

Enduring Understandings

In a state of nature, the strong would take advantage of the weak. We need a government with the authority to protect individual rights, resolve conflicts and maintain order.
Through the social contract, people give up some of their freedom to the government to preserve order and peace.
A strong commitment to the rule of law has been crucial to efforts to limit the abuse of authority and the arbitrary use of power.
Governments establish and enforce laws to maintain safety and order.
There are many different forms of government that government may take. Some forms of government, such as dictatorships, are based solely on power.
The legitimacy of a government is based on consent of the governed, the rule of law and the

protection of human rights.
 Democratic governments work to balance social order and the protection of individual rights.

Vocabulary

- Authority**
- Autocracy
 - Consent of the governed
 - Democracy
 - Dictatorship
 - Government
 - Individual rights
 - Legitimate
 - Monarchy
 - Oligarchy
 - Order
 - Popular Sovereignty
 - Power
 - Republic
 - Rule of Law
 - State of Nature

NJSLS Lessons, Activities, and Resources

<p style="text-align: center;">NJ Student Learning Standards (What the students will know)</p> <p>I can...</p>	<p style="text-align: center;">Exemplar Lessons and Activities</p>
<p>What would life be like in a state of nature?</p> <p>Why do we need government?</p>	<ul style="list-style-type: none"> ○ Center for Civic Education: Why do we need a government ○ iCivics: Why Government? Hobbes & Locke philosophy Lesson ○ C-Span -https://www.c-span.org/classroom/document/?8394 <p>Conclude: We need government and authority:</p> <ul style="list-style-type: none"> ○ To protect the weak from the strong ○ To protect individual rights ○ To provide order and safety

	<ul style="list-style-type: none"> ○ To settle arguments ○ To ensure that benefits and burdens are fairly shared
What is the difference between power and authority?	<ul style="list-style-type: none"> ○ Center for Civic Education: Why Do We Need Authority? ○ NJ Center for Civic Education: Power and Authority
What is “consent of the governed” and how is it demonstrated?	<ul style="list-style-type: none"> ○ Center for Civic Education: How Does Government Secure Natural Rights? ○ NJ Center for Civic Education: What does “consent of the governed” mean? ○ Center for Civic Education - What is Democracy?. This lesson is a simple introduction at an accessible reading level for lower middle school grades.
What forms can governments take? What are the advantages and disadvantages of each form of government?	<ul style="list-style-type: none"> ○ NJ Center for Civic Education: Comparing Forms of government ○ Common Sense: Forms of Government Lesson: Anarchy, Monarchy, Dictatorship, Oligarchy, Republic, Democracy
What is the “rule of law” and why is it necessary for authority to be legitimate?	<ul style="list-style-type: none"> ○ New Jersey Courts: What is the Rule of Law? ○ Facing History: The Rule of Law and Why it Matters ○ iCivics: Rule of Law & What it might be like without it Lesson
Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments

<ul style="list-style-type: none"> ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring
<p align="center">Accommodations for English Language Learners</p>	<p align="center">Accommodations for Gifted Students</p>
<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
<p align="center">Required Activities</p>	<p align="center">Suggested Activities</p>
<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks

Topic 3: The Common Good and Civic Virtue
Timeframe: One Week

Inquiry Questions

How does the idea of the “common good” give rise to a social contract?

- **What is the proper balance between individual freedom and the common good?**
- **Why is “civic virtue” necessary for a democracy to survive?**

Supporting Questions

● **What ideas from the classical republics about the need for civic virtue did the Founders adopt?**

- **What is the social contract?**
- **What is civic virtue?**
- **What is the “common good”?**
- **Why is a commitment to the common good important in a democratic society?**
- **How does the social contract limit individual freedom for the common good?**

Enduring Understandings

- **The Founders based their concept of a democratic republic on the ideas of civic virtue and the common good that they adopted from ancient Greek and Roman republics.**
- **Civic virtue requires citizens to put the interests of the community or the “common good” or general welfare above their individual interests. This involves informed, engaged participation in voting, volunteering, and acting responsibly.**
- **Civic virtue is the cement that holds a democratic society together.**

Vocabulary

- **Civic Virtue**
- **Classical Republics**
- **Common Good**
- **Individual Rights**
- **Liberty**
- **Order**
- **Social Contract**

<p align="center">NJ Student Learning Standards (What the students will know)</p> <p>I can...</p>	<p align="center">Exemplar Lessons and Activities</p>
<p>What ideas from the classical republics about the need for civic virtue did the Founders adopt?</p>	<ul style="list-style-type: none"> ○ Center for Civic Education: Commitment to the Common Good (60-sec. podcast) ○ National Constitution Center: Civic Virtue and Why it Matters (article) ○ Center for Civic Education: Common Welfare and Civic Virtue Lesson ○ Center for Civic Education: Civic Virtue Makes Republican Rule Possible (podcast)
<p>What is the social contract?</p>	<ul style="list-style-type: none"> ○ iCivics John Locke and the Social Contract Mini-lesson ○ NJ Center for Civic Education: Social contract
<p>How do we promote the common good?</p>	<ul style="list-style-type: none"> ○ NJ Center for Civic Education: What is the “common good”? ○ Facing History: How Can We Make Choices that Promote The Common Good? (Covid focus)
<p align="center">Modifications/Accommodations for Special Education Students</p>	<p align="center">Accommodations for At-Risk Students</p>
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials

<ul style="list-style-type: none"> ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Guided Notes ● Graphic Organizers ● Tutoring
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Accommodations for English Language Learners	Accommodations for Gifted Students
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<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
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Required Activities	Suggested Activities
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<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks
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Topic 4: American Ideals Timeframe: One Week

Inquiry Questions

- | |
|--|
| <ul style="list-style-type: none"> ● What are American Ideals? |
|--|

- **What American Ideals are the basis for the American social contract (the Constitution)?**

Supporting Questions

- **What is the difference between an ideal and a practice or institution?**
- **Where in the nation’s founding documents are American ideals expressed?**

Enduring Understandings

- **American Ideals are those core values and principles that the structures and practices of the Constitutional system are designed to realize and protect.**
- **While citizens may debate how to best realize them, American Ideals represent the core elements of a national consensus if democracy is to survive.**
- **American Ideals represent the American experiment in representative government at its best and are enshrined in the nation’s founding documents.**

Vocabulary

- **Consent of the Governed**
- **Domestic Tranquility**
- **Equality**
- **Freedom/Liberty**
- **Ideals**
- **Justice**
- **Limited Government**
- **Property**
- **Property Rights**
- **Religious Tolerance**
- **Rights**
- **Rule of Law**

NJSLS Lessons, Activities, and Resources

**NJ Student Learning Standards
(What the students will know)**

Exemplar Lessons and Activities

<p>I can...</p>	
<p>What are ideals? What are practices?</p>	<ul style="list-style-type: none"> ○ American Ideals and Practices Flashcard
<p>What are American Ideals?</p>	<ul style="list-style-type: none"> ○ Bill of Rights Institute: America's Civic Values ○ Facing History: Exploring Individual and American Identity
<p>Where do we find our "American Ideals" in our founding documents?</p>	<ul style="list-style-type: none"> ○ Link to Constitution at https://constitutioncenter.org/media/files/constitution.pdf ○
	<p>NJ Center for Civic Education: Using American Ideals to Teach About Controversial Issues and Elections. This lesson will have students identify American ideals located in our founding documents. It is useful preparation for teaching about controversial issues and elections, focusing the lesson on adherence to the ideals expressed in the Constitution and /or Declaration of Independence.</p>
<p>Modifications/Accommodations for Special Education Students</p>	<p>Accommodations for At-Risk Students</p>
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers

<ul style="list-style-type: none"> ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Tutoring
<p align="center">Accommodations for English Language Learners</p>	<p align="center">Accommodations for Gifted Students</p>
<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
<p align="center">Required Activities</p>	<p align="center">Suggested Activities</p>
<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks
<p align="center">Topic 5: Civil Discourse and Conflict Resolution Timeframe: One Week</p>	
<p align="center">Inquiry Questions</p>	
<ul style="list-style-type: none"> ● How can conflicts be resolved peacefully in a democratic society? ● Why are active listening and civil discourse about conflicting political ideologies or viewpoints necessary in a democratic society? 	

Supporting Questions

- **What are the sources of conflict?**
- **How are conflicts resolved?**
- **How can conflicts be resolved peacefully in a democratic society?**
- **Why is respect for diverse perspectives a crucial component of civil discourse?**
- **What strategies can help incorporate multiple perspectives into civil discourse?**

Enduring Understandings

- **Conflicts are often unavoidable. One of the roles of government is to create institutions--primarily courts-- to resolve conflicts among individuals through litigation.**
- **Individuals can learn skills for resolving conflicts peacefully in their lives.**
- **Peaceful conflict resolution requires active listening and respect for diverse perspectives.**

Vocabulary

- **Active Listening**
- **Avoidance**
- **Civil Discourse**
- **Compromise**
- **Conflict**
- **Ideology**
- **Litigation**
- **Mediation**
- **Negotiation**
- **Perspectives**
- **Positions**
- **Pride**
- **Respect**
- **Underlying Interests**

<p align="center">NJ Student Learning Standards (What the students will know)</p> <p align="center">I can...</p>	<p align="center">Exemplar Lessons and Activities</p>
<p>What are the sources of conflict? How are conflicts resolved? How can conflicts be resolved peacefully?</p>	<ul style="list-style-type: none"> ○ NJ Center for Civic Education: How can conflicts be resolved peacefully? ○ NPR: Conflict and its Resolution
<p>What strategies can help to encourage civil discourse regarding controversial issues?</p>	<ul style="list-style-type: none"> ○ Your Classroom rules, for example: Mr. Savino's Controversial Topic Discussion Guidelines ○ Kid's health.org: Teacher's Guide to Conflict/Resolution Grades 6-8 ○ New York Times: Talking Across Divides: 10 Ways to Encourage Civil Classroom Conversation On Difficult Issues ○ NJ Center for Civic Education: How can conflicts be resolved peacefully? ○ Constitutional Rights Foundation: Civil Conversation and Roleplays Curriculum Library
<p>What strategies can help incorporate multiple perspectives into civil discourse?</p>	<ul style="list-style-type: none"> ○ Learning for Justice: Perspectives For a Diverse America (Identity, Diversity, Justice and Action) ○ Facing History: Fostering Civil Discourse ○ Story Corps Active Listening Activity
<p>Why is respect for diverse perspectives a crucial component of civil discourse?</p>	<ul style="list-style-type: none"> ○ Choices: Values and Public policy
<p align="center">Modifications/Accommodations for Special Education Students</p>	<p align="center">Accommodations for At-Risk Students</p>
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments 	<ul style="list-style-type: none"> ● Break down activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments

<ul style="list-style-type: none"> ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring
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Accommodations for English Language Learners	Accommodations for Gifted Students
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<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
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Required Activities	Suggested Activities
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<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks
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Topic 6: Elections Timeframe: Three Weeks
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Inquiry Questions

- **Why is the right to vote critical in a democratic republic?**

Supporting Questions

- **What are the requirements for voting in New Jersey?**
- **What are the responsibilities of elected representatives?**
- **How can you determine the accuracy of what you read and view?**
- **How can you evaluate candidates for positions of authority?**

Enduring Understandings

- **Elections are how the public identifies and approves those individuals who will make political decisions for the common good. This is “consent of the governed”.**
- **Elections are also how we discuss and debate political issues. Therefore, elections are inherently controversial and critical thinking skills need to be used to understand facts and issues.**
- **Elections are at the core of how a representative democracy functions. The right to vote is a critical component of American political life.**

Vocabulary

- **Accuracy**
- **Confirmation Bias**
- **Consent of the governed**
- **Controversy**
- **Distracting news**
- **Elected representatives**
- **Evaluate**
- **Fabricated news**
- **Facts**
- **Media**
- **Mock Election**
- **Reliable**
- **Responsibilities**
- **Right to Vote**

• Sources

NJSLS Lessons, Activities, and Resources

<p>NJ Student Learning Standards (What the students will know)</p> <p>I can...</p>	<p>Exemplar Lessons and Activities</p>
<p>Why is voting important?</p>	<ul style="list-style-type: none"> ○ iCivics: Voting Matters
<p>What are voting requirements in New Jersey?</p>	<ul style="list-style-type: none"> ○ NJ State Dept.--Elections
<p>How do elections work?</p>	<ul style="list-style-type: none"> ○ Center for Civic Education: Becoming A Voter ○ iCivics: The Electoral Process ○ NJ State Dept.--Elections ○ Center for Civic Education : Being an informed voter
<p>Who represents me?</p>	<ul style="list-style-type: none"> ○ iCivics: Who Represents Me? Webquest ○ C-Span: Researching your members of the House of Representatives
<p>What are the responsibilities of elected representatives?</p>	<ul style="list-style-type: none"> ○ Edsitement: The President's Roles and Responsibilities
<p>How can you determine the accuracy of what you read and view (Media Literacy)?</p>	<ul style="list-style-type: none"> ○ NJ Center for Civic Education: Media Literacy ○ Learning for Justice: Digital and Civic Literacy ○ International Federation of Library Associations chart: How to Spot Fake News ○ Facing History: Media Literacy ○ FactCheck.org at https://www.factcheck.org/ a nonpartisan, nonprofit “consumer advocate” for voters that aims to reduce the level of deception and confusion in U.S. politics by monitoring the factual

	accuracy of what is being said in TV ads, debates, speeches, interviews, etc.
How can you evaluate candidates for positions of authority? How well do a political party's views conform with your values?	Pew Research political party affiliation quiz o Center for Civic Education: How can you choose people for positions of authority? o iCivics: How can we evaluate candidates for positions of authority?
Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment

<ul style="list-style-type: none"> ● Oral Language 	<ul style="list-style-type: none"> ● Small Group Enrichment
Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks

Unit 2: Foundation Documents Curriculum Area: Civics Unit Length: 3 Weeks	Grade Level: 8
<p>This unit examines how the foundational concepts identified in Unit One are articulated in the nation’s founding documents and established in the structure of American government. Students will explore the ideals expressed in the Declaration of Independence, providing the background for the next unit’s study of how the Declaration inspired generations of Americans to more fully realize its core concepts of liberty, equality, and justice. The United States Constitution and the state constitutions provide the structural framework for limited government and constitutional democracy, and understanding these documents is a crucial component of active citizenship. The unit concludes with an examination of the Bill of Rights and the amendment process as students come to understand that the Constitution is a living document and American democracy is an ongoing experiment requiring their active participation.</p>	
Enduring Understandings	Essential Questions

<ul style="list-style-type: none"> ● The United States Constitution and Bill of Rights were designed to provide a framework for the United States system of government, while also protecting individual rights. ● Debates about individual rights, states' rights, and federal power shaped the development of the political and economic institutions and practices of the new Republic. 	<p>How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p>
<p align="center">District/School Required Texts and Media Formats</p>	<p align="center">District/School Supplementary Resources</p>
<p>http://www.brainpop.com/ http://www.njamistadcurriculum.net/ https://www.state.nj.us/education/cces/2016/ela/ https://www.nj.gov/education/holocaust/curriculum/</p>	<p>https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.smithsoniansource.org/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/</p>
<p align="center">District/ School Formative Assessment Plan</p>	<p align="center">District/ School Summative Assessment Plan</p>
<ul style="list-style-type: none"> ● Teacher Observation ● Presentations ● Quizzes/Test ● Portfolios ● Group Projects/Discussions ● Constructed Response ● Speeches/Debates 	<ul style="list-style-type: none"> ● Performance Tasks ● Summative Assessment
<p align="center">Instructional Best Practices</p>	
<ul style="list-style-type: none"> ● Identifying Similarities and Differences ● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Homework and Practice 	<ul style="list-style-type: none"> ● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching

- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues, Questions, and Advance Organizers
- Gradual Release of Responsibility

- Reading Partners
- Visuals
- Collaborative Problem Solving
- Active Engagement Strategies
- Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric scores, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Standards

NJ Student Learning Standards for Social Studies

6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy
 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.CivicsPI3.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.
- 6.1.8.Civics.PD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights
- 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

Suggested Practices for Social Studies

<https://civiced.rutgers.edu/resources/suggested-practices>

Differentiation for Middle School Social Studies

<https://civiced.rutgers.edu/documents/civics/middle-school-civics/104-differentiation-for-middle-school-social-studies/file>

RH.6-8.3. 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).

- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Student Learning Standards for English Language Arts

<https://www.nj.gov/education/standards/ela/Index.shtml>

8.1 Technology Standards

8.1D 6-8. Demonstrates ability to differentiate the degree of credibility and accuracy of different digital content

Career Readiness, Life Literacies, and Key Skills

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

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Social and Emotional Learning in Middle School Social Studies Instruction

<https://casel.s3.us-east-2.amazonaws.com/SEL-in-Middle-School-Social-Studies-8-20-17.pdf>

Routine Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none">● Whole group● Pair-Share● Small group Discussion● Teacher directed Discussion● Student-led Discussion● Questioning● Active Listening Strategies● Oral Presentation	<ul style="list-style-type: none">● Class Debate● Oral Reports

Routine Writing	Writing Task
<ul style="list-style-type: none"> ● Exit Ticket ● Do Now ● Reflections ● Short Constructed Response ● Note Taking 	<ul style="list-style-type: none"> ● Explanatory Writing ● Persuasive Writing
Unit Assessment	
<p>E.g., Simulated Federal Convention: engage students as participants from the 12 states represented at the Federal Convention in Philadelphia in 1787 to appreciate the need for compromise and the compromises made. One possibility is to focus on the role of New Jersey’s delegates regarding the debate over representation. Another more sophisticated activity focuses on the issue of slavery at the Federal Convention.</p>	
Topic 1: Historical Foundations of the American Republic Timeframe: NA	
Inquiry Questions	
<ul style="list-style-type: none"> ● To what extent did the founding documents (Declaration of Independence, Constitution Bill of Rights) articulate and establish/ensure American Ideals? ● To what extent does democracy depend on citizens and elected representatives and appointed officials adhering to democratic norms? 	
Supporting Questions	
<ul style="list-style-type: none"> ● What led to the Declaration of Independence? ● What did the Founders believe about government? ● Why was the Declaration of Independence written? ● What is popular sovereignty? ● How did the Constitution address the problems of the Articles of Confederation? ● What are the norms and values that support a democratic society? 	

- What character traits did the Founders expect of their elected and appointed representatives?
- According to the Preamble, what are the six main purposes/goals of government?
- How does the U.S. Constitution organize government to prevent an abuse of authority?
- How do the three branches of government interact: separation of powers vs. checks and balances?
- How does the Constitution promote economic development?

Enduring Understandings

- The United States Constitution and Bill of Rights were designed to provide a framework for the United States system of government, while also protecting individual rights.
- Debates about individual rights, states' rights, and federal power shaped the development of the political and economic institutions and practices of the new Republic.

Vocabulary

- Articles of Confederation
- Checks and balances
- Constitution
- Popular sovereignty
- Separation of Powers
- The Enlightenment

NJSLS Lessons, Activities, and Resources

<p>NJ Student Learning Standards (What the students will know)</p> <p>I can...</p>	<p>Exemplar Lessons and Activities</p>
<p>How did the Magna Carta influence the founders and American government?</p>	<p>The National Archives: Magna Carta. A very brief introduction to the Magna Carta can be found at Magna Carta - National Archives . Teachers can find useful content for their own planning at The</p>

	<p>American Legacy of the Magna Carta. This text is more detailed and may be applicable for high school students.</p>
<p>How did Enlightenment ideas influence America's founding documents?</p>	<ul style="list-style-type: none"> ● iCivics min-ilesson: Enlightenment Ideas that influenced American political thinkers
<p>Why was the Declaration of Independence Written?</p>	<ul style="list-style-type: none"> ● Declaring the Grievances: NEH Edsitement <ul style="list-style-type: none"> ○ Lesson Plan: Declare the Causes: The Declaration of Independence ● National Archives: What does the Declaration of Independence say? ● National Archives: Excerpts from the Declaration of Independence ● Declaring Independence: <ul style="list-style-type: none"> ○ Lesson Plan: The Argument of the Declaration of Independence ● Close Reading: https://teachinghistory.org/teaching-materials/ask-a-master-teacher/21770 ● National Archives: To Sign or Not to Sign ● NJ Center for Civic Education: Could the American Revolution have been avoided?
<p>Articles of Confederation</p> <p>Constitution</p>	<p>Articles of Confederation</p> <ul style="list-style-type: none"> ● iCivics Lesson: Wanted: A Just Right Government ● NEH EDSITE Edsitement: The Road to the Constitutional Convention <p>Constitution</p> <ul style="list-style-type: none"> ● iCivics Lesson: Constitution Day Lesson Plan

	<ul style="list-style-type: none"> • Why was the Constitution written? How is it structured? What does it do? How can it be changed? Civics Webquest: The Constitution: Rules for Running a Country • The question of representation: NJ Center for Civic Education: New Jersey and the Federal Convention • National Constitution Center: To Sign or Not to Sign
<p>Bill of Rights</p>	<p>Bill of Rights</p> <ul style="list-style-type: none"> • iCivics Lesson: You've Got Rights! • iCivics Game: Do I Have a Right?
<p>Modifications/Accommodations for Special Education Students</p>	<p>Accommodations for At-Risk Students</p>
<ul style="list-style-type: none"> • Modify activities/assignments/projects • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Allow student to receive reading text in various forms (written, verbal, audio) • Pre-teach new vocabulary • Modify Content • Modify Amount of work given • Modify Assessment • Modify Homework • Re-teach skill if needed 	<ul style="list-style-type: none"> • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Small Group Instruction • Intervention/Remediation • Individual Intervention/Remediation • Additional Support Materials • Guided Notes • Graphic Organizers • Tutoring
<p>Accommodations for English Language Learners</p>	<p>Accommodations for Gifted Students</p>

<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
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Required Activities	Suggested Activities
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<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks
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Topic 2: The Legislative Branch Timeframe: NA
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Inquiry Questions

<p>Why did the founders create three branches of government?</p> <ul style="list-style-type: none"> ● Should the legislative branch continue to be considered “first among equal” branches?
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Supporting Questions

<ul style="list-style-type: none"> ● What are the powers, responsibilities, limits and role of the Congress? ● How can we protect against abuse of authority by Congress?

Enduring Understandings

- Congress represents the diverse interests of the American people.
- Congress is the most important link between citizens and the federal government.
- Lawmaking is the primary and most important function of Congress.
- Members of Congress must fulfill several roles as lawmakers, politicians, and servants of their constituents.
- State and local legislatures carry out many of the same powers as the national legislature

Vocabulary

- Bicameral Legislation
- Checks and Balances
- Congress
- House of Representatives
- Senate

NJSLS Lessons, Activities, and Resources

NJ Student Learning Standards (What the students will know) I can...	Exemplar Lessons and Activities
Why do we have three branches of government?	<ul style="list-style-type: none">● House of Representatives: Branches of Government house.gov
How do the three branches of government interact? Separation of Powers and Checks and Balances	<ul style="list-style-type: none">● NEH EDSITEment: Balancing the Three Branches● National Archives: Checks and Balances in Action and Separation of Powers or Shared Powers
The Legislative Process: How does a bill become a law?	

	<ul style="list-style-type: none"> ● iCivics: Legislative Branch ● National Archives: Congress in Article I of the Constitution and The Legislative Process: Congress at Work ● ERIC: Legislative Lobbying Simulation
How many representatives should each state have?	<ul style="list-style-type: none"> ● NJ Center for Civic Education: New Jersey and the Federal Convention
Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments

<ul style="list-style-type: none"> ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
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Required Activities	Suggested Activities
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<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks
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Topic 3: The Executive Branch Timeframe: NA
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Inquiry Questions

<ul style="list-style-type: none"> ● How can the United States government ensure effective administration while protecting against abuse of power by the president?

Supporting Questions

<ul style="list-style-type: none"> ● What are the powers, responsibilities, limits and role of the President? ● How and why has the authority of the President expanded over time? ● How can we protect against the abuse of authority by the President?
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Enduring Understandings

<ul style="list-style-type: none"> ● The Constitution defines the roles and qualifications of the President ● The role of the Executive Branch has expanded since our nation was founded.

- Historically the President has stretched the powers of the office and debate continues over this issue today.
- The Cabinet members are the President’s top advisors and are influential in decisions that affect the country.
- The Electoral Process has led to much controversy in recent Presidential elections.
- The State and local levels include executive offices which carry similar responsibilities to those of the President of the United States.

Vocabulary

- Cabinet
- Electoral College
- Electors
- President
- Veto
- Vice-President

NJSLS Lessons, Activities, and Resources

<p>NJ Student Learning Standards (What the students will know)</p> <p>I can...</p>	<p>Exemplar Lessons and Activities</p>
<p>The power and role of the Executive Branch</p>	<ul style="list-style-type: none"> ○ Executive Branch ○ A Very Big Branch ○ Executive Command
	<ul style="list-style-type: none"> ● NJ Center for Civic Education: What are the qualifications for president? ● NJ Center for Civic Education: The Electoral College ● National Constitution Center ○ Investigating the Executive Departments
	<ul style="list-style-type: none"> ● Separation of Powers: NEH EDSITEment: Balancing Three Branches at Once: Our System of Checks and Balances

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks

- Small Groups
- Guided Practice
- Independent Practice
- PBIS Implementation
- Identify and review objectives for lesson
- Stations
- Intervention/Remediation

Topic 4: Judicial Branch
Timeframe: NA

Inquiry Questions

How does the Constitution try to ensure that all citizens are equal before the law?

Supporting Questions

- **How does Judicial Review function?**
- **How and why has the scope of judicial review expanded over time?**
- **Can we ensure that all citizens are equal before the law?**
- **How can we best protect against the abuse of power and authority?**

Enduring Understandings

- **The Constitution created a Supreme Court, its jurisdiction and the manner and terms of federal judicial appointments.**
- **The Supreme Court will make decisions that will impact the country for years to come.**
- **The inferior constitutional courts form the core of the federal judicial system**
- **The power of judicial review laid the foundation for the judicial branch’s key role in government.**

Vocabulary

- **Supreme Court**
- **Judicial Review**
- **Justices**
- **Opinions**

<ul style="list-style-type: none"> ● Moot Court 	
NJSLS Lessons, Activities, and Resources	
NJ Student Learning Standards (What the students will know) I can...	Exemplar Lessons and Activities
Separation of Powers	<ul style="list-style-type: none"> ● EDSITEment: Balancing the Three Branches
How does Judicial Review Function?	<ul style="list-style-type: none"> ● U.S. Courts About the Supreme Court United States Courts ● Library of Congress: Marbury v. Madison
Judicial Branch	<ul style="list-style-type: none"> ● iCivics <ul style="list-style-type: none"> ○ Judicial Branch ○ Court Quest Extension Pack Teacher's Guide (including ELL Supports) ● EDSITEment <ul style="list-style-type: none"> ○ The Supreme Court: The Judicial Power of the United States
Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials

<ul style="list-style-type: none"> ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Guided Notes ● Graphic Organizers ● Tutoring
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Accommodations for English Language Learners	Accommodations for Gifted Students
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<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
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Required Activities	Suggested Activities
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<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks
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Topic 5: Federalism Timeframe: NA
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Inquiry Questions

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| <ul style="list-style-type: none"> ● How and why is federalism a key part of the structure of U.S. government? |
|--|

- How is federalism a positive or negative force today?

Supporting Questions

- What is federalism?
- How does federalism work?
- What powers have been delegated to the national government and which have been retained by or shared with state governments?
- Why is the Supremacy Clause important?
- How does the U.S. Constitution balance the interests of individuals and states with the need for a strong national government?
- How has federalism changed over time?

Enduring Understandings

- Federalism promotes national unity while giving states control over state and local matters.

Vocabulary

- Delegated powers
- Federalism
- Supremacy Clause

NJSLS Lessons, Activities, and Resources

<p style="text-align: center;">NJ Student Learning Standards (What the students will know)</p> <p>I can...</p>	<p style="text-align: center;">Exemplar Lessons and Activities</p>
<p>What is Federalism? How does it work? Powers delegated to the federal government and powers reserved to the states.</p>	<ul style="list-style-type: none"> ○ iCivics: The “Federal” in Federalism ○ National Archives: Understanding Federalism

Federalism and Separation of Powers	<ul style="list-style-type: none"> ○ National Constitution Center: Federalism https://constitutioncenter.org/interactive-constitution/learning-material/federalism
Supremacy Clause and implicit powers	<ul style="list-style-type: none"> ○ History.com: McCulloch v. Maryland (1819)
How has federalism changed over time?	<ul style="list-style-type: none"> ○ ThoughtCo.: Types of federalism ○ Carnegie Council: Energy Policy
Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring
Accommodations for English Language Learners	Accommodations for Gifted Students

<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
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Required Activities	Suggested Activities
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<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks
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Topic 6: Bill of Rights and the Amendment Process Timeframe: NA
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Inquiry Questions

<ul style="list-style-type: none"> ● Did the Constitution need a Bill of Rights? ● How does the Bill of Rights ensure that fundamental human rights are protected? ● Is the Constitution a “living document”? Why did the founders make the amendment process difficult?
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Supporting Questions

<ul style="list-style-type: none"> ● Was the Constitution sufficient to protect individual rights without the Bill of Rights? ● What is the process for amending the U.S. Constitution? ● What fundamental human rights are protected in the Bill of Rights? ● How does the Bill of Rights ensure that fundamental human rights are protected?
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Enduring Understandings

- The guarantees in the Bill of Rights reflect the nation’s commitment to personal freedom and to the principle of limited government.
- The due process clause of the fourteenth amendment ensures that state governments do not limit or take away rights given to citizens by the national government.
- The establishment clause sets up “a wall of separation between church and state”.
- The free exercise clause protects religious beliefs but does not religious actions that violate laws or threaten safety
- The guarantees of free speech and press are intended to protect the expression of unpopular views.
- The rights of peaceable assembly and petition protect the people’s right to bring their views to the attention of public officials.

Vocabulary

- Amendment
- Anti-Federalists
- Bill of Rights
- Federalists
- Ratify

NJSLS Lessons, Activities, and Resources

NJ Student Learning Standards
(What the students will know)
I can...

Exemplar Lessons and Activities

Was a Bill of Rights necessary?

- iCivics: [Federalists and Antifederalists views](#)
- NJ Center for Civic Education: [Federalists and AntiFederalists](#)
- Center for Civic Education: [Antifederalists and AntiFederalist Response \(Federalist 10\)](#)

	<ul style="list-style-type: none"> ○ Constituting America: Why did James Madison change his mind?
How does the Bill of Rights protect rights?	<ul style="list-style-type: none"> ○ National Constitution Center: Eight basic facts about the Bill of Rights ○ National Archives: The Bill of Rights: What Does it Say? ○ Bill of Rights Institute: Explains each amendment
What rights does the Bill of Rights protect?	<ul style="list-style-type: none"> ○ iCivics Lesson: You've Got Rights! ○ iCivics Game: Do I Have a Right? ○ iCivics: Do I Have a Right? Extension Pack ○ iCivics: Amendment Mini-Lesson
How is the Constitution Amended?	<ul style="list-style-type: none"> ○ U.S. Senate: Amending the Constitution
Why did the Founders make it difficult to amend the Constitution?	<ul style="list-style-type: none"> ○ National Park Service: Amending the Constitution
Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials

<ul style="list-style-type: none"> ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Guided Notes ● Graphic Organizers ● Tutoring
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks

Unit 3: The Constitution, American Ideals and the American Experience	Grade Level: 8
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Curriculum Area: Civics Unit Length: 3 Weeks	
Unit Summary	
<p style="text-align: center;">The Preamble to the United States Constitution outlines its purposes and ideals in the following language: “We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States...”</p> <p style="text-align: center;">This unit will investigate the challenges and triumphs to fulfilling our American ideals. The unit will begin with an examination of the goals highlighted in the Preamble of the Constitution. By tracing the preamble through American history, students will assess the effectiveness of our early citizens in meeting the goals of the Constitution. Students will evaluate how each American ideal has grown and expanded to be more inclusive. As we continue to struggle in fulfilling the potential of the American ideals, students will be encouraged to identify additional areas of growth toward a “more perfect union.”</p>	
Enduring Understandings	Essential Questions
	<p>How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and the respect for human dignity?</p>
District/School Required Texts and Media Formats	District/School Supplementary Resources
	<p>http://www.brainpop.com/ http://www.njamistadcurriculum.net/ https://www.state.nj.us/education/cccs/2016/ela/ https://www.nj.gov/education/holocaust/curriculum/</p>

	https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.smithsoniansource.org/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/
District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> ● Teacher Observation ● Presentations ● Quizzes/Test ● Portfolios ● Group Projects/Discussions ● Constructed Response ● Speeches/Debates 	<ul style="list-style-type: none"> ● Performance Tasks ● Summative Assessment
Instructional Best Practices	
<ul style="list-style-type: none"> ● Identifying Similarities and Differences ● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility 	<ul style="list-style-type: none"> ● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric scores, teacher feedback,

student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Standards

NJ Student Learning Standards for Social Studies

6.1.8.CivicsPI.3.a. Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

- 6.1.8.CivicsPI.3.b and 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.

- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans and Native Americans during this time period.

- 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.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

- 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

- 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery and other issues during the Antebellum period.

- 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and limitations of First Amendment Rights (e.g., 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.

- 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.

- 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th and 15th Amendments to the United State Constitution from multiple perspectives.

Suggested Practices for Social Studies

<https://civiced.rutgers.edu/resources/suggested-practices>

Differentiation for Middle School Social Studies

<https://civiced.rutgers.edu/documents/civics/middle-school-civics/104-differentiation-for-middle-school-social-studies/file>

NJ ELA Grade 6-8 Companion Standards

- WHST.6-8.8. 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.
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

Student Learning Standards for English Language Arts

<https://www.nj.gov/education/standards/ela/Index.shtml>

8.1 Technology Standards

- 8.1D 6-8. Demonstrates ability to differentiate the degree of credibility and accuracy of different digital content.

Career Readiness, Life Literacies, and Key Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Social and Emotional Learning in Middle School Social Studies Instruction

<https://casel.s3.us-east-2.amazonaws.com/SEL-in-Middle-School-Social-Studies-8-20-17.pdf>

Routine Speaking and Listening

Suggested Speaking and Listening

<ul style="list-style-type: none"> ● Whole group ● Pair-Share ● Small group Discussion ● Teacher directed Discussion ● Student-led Discussion ● Questioning ● Active Listening Strategies ● Oral Presentation 	<ul style="list-style-type: none"> ● Class Debate ● Oral Reports
Routine Writing	Writing Task
<ul style="list-style-type: none"> ● Exit Ticket ● Do Now ● Reflections ● Short Constructed Response ● Note Taking 	<ul style="list-style-type: none"> ● Explanatory Writing ● Persuasive Writing
Unit Assessment	
<p>E.g., a simulated legislative or judicial hearing about a current day issue. For example, use the questions about the principles underlying the U.S. Constitution and its application today from the We the People: The Citizen and the Constitution in a simulated Congressional Hearing in your classroom. Or hold a judicial hearing about an issue involving the application of the Bill of Rights, such as the Supreme Court Simulation from the United States Courts.</p>	
Topic 1: A More Perfect Union Timeframe: NA	
Inquiry Questions	
How well has the U.S. met the fundamental principles established in the Constitution?	

Supporting Questions

- How did the Constitution establish a “more perfect union” than the Articles of Confederation?
- How has extending the right to vote supported the concept of the consent of the governed?
- How has the rule of law prevented abuse of authority?

Enduring Understandings

- One of the great successes of the American experience is demonstrating to the world that citizens could establish a government based on a social contract with the “consent of the governed”. A founding generation drafted a Constitution that joined political ideas and practical experience, making real what had previously only been a theory.
- The Constitution addressed many of the deficiencies of the Articles of Confederation.
- The right to vote, initially granted to a limited segment of the population, has gradually been extended to different groups enhancing the concept of “the consent of the governed”.
- Ensuring the right to vote is an essential component of a successful democracy.

Vocabulary

- Blessings of Liberty
- Checks and Balances
- Domestic Tranquility
- Franchise
- General welfare
- Impeachment
- Justice
- Posterity
- Preamble
- Rule of Law
- Separation of Powers
- Sovereignty
- Suffrage
- Union

NJSLS Lessons, Activities, and Resources

<p align="center">NJ Student Learning Standards (What the students will know)</p> <p>I can...</p>	<p align="center">Exemplar Lessons and Activities</p>
<p>How did the Constitution establish a “more perfect union” than the Articles of Confederation?</p>	<ul style="list-style-type: none"> ● iCivics: The Constitution's Cover Letter Lesson DBQuest ● Edsitement.neh.gov: The Preamble to the Constitution: A Close Reading Lesson <ul style="list-style-type: none"> ○ Activity 1. Questions to form a Government ○ Activity 2. Teachers' Guide ○ Activity 2. What the Preamble Says (comparison with the Articles of Confederation) ● iCivics game: iCivics America's Founding Preambles DBQuest ● C-Span Lesson Plan: Introduction to the Principles of Democracy <ul style="list-style-type: none"> ○ Video Clip 2: Introduction to the Rule of Law (Video Length-1:17) ○ Video Clip 6: Justice Breyer on Democracy (Video Length-4:14) ○ Video Clip 7: Rule of Law, Equal Protection and Rights (Video Length-2:40) ○ Introduction to the Principles of Democracy Handout
<p>How has extending the right to vote supported the concept of the consent of the governed?</p>	<ul style="list-style-type: none"> ● Vocabulary: franchise, suffrage and right to vote ● Expansion of franchise to men in 1830s:

	<ul style="list-style-type: none"> ○ C-SPAN Classroom: Video Clip: Who Could Vote in the Early United States? ○ C-SPAN Classroom: The Expansion of Voting Rights charts and video links ○ PBS Learning Media: History of U.S. Voting Rights Things Explained ● Fifteenth Amendment ○ PBS Learning Media: The 15th Amendment Challenges the Women's Movement Carrie Chapman Catt ○ PBS Learning Media: The 15th Amendment and the Battle Over Voting Rights (PBS Learning Media)
	<p>Women's Suffrage</p> <ul style="list-style-type: none"> ○ PBS Learning Media: She Resisted: Seneca Falls Convention The Vote: Strategies of Suffrage The Vote : She Resisted: Strategies of Suffrage - Remote Worksheet; She Resisted: Strategies of Suffrage - Group Work ○ iCivics: Women's Suffrage: A Movement in the Right Direction Infographic ○ C-SPAN Classroom Lesson: Early Women in Congress <ul style="list-style-type: none"> ○ Alice Paul Institute: Who Was Alice Paul? ○ The New Jersey Center for Civic Education provides three lessons from the collection of New Jersey lessons in Word format: New Jersey Women (grades 3-5), New Jersey Women You Should Know, and Alice Paul and Women's Suffrage ○ Library of Congress: NJ Women Gain and Lose the Vote (Document image)
Expanding the right to vote	<ul style="list-style-type: none"> ○ Southern Monmouth League of Women Voters "Fight For the Vote" and lesson materials. ○ The 26th Amendment ○ Should the voting age be lowered? ○ State Voting requirements

<p>How has the rule of law prevented abuse of authority?</p>	<ul style="list-style-type: none"> ● National Constitution Center: U.S. v. Nixon (1974)
<p>Modifications/Accommodations for Special Education Students</p>	<p>Accommodations for At-Risk Students</p>
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring
<p>Accommodations for English Language Learners</p>	<p>Accommodations for Gifted Students</p>
<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
<p>Required Activities</p>	<p>Suggested Activities</p>

- Do Now/Warm-Up
- Closure
- Whole Group
- Small Groups
- Guided Practice
- Independent Practice
- PBIS Implementation
- Identify and review objectives for lesson
- Stations
- Intervention/Remediation

- Projects Academic
- Academic Games
- Brain Breaks

Topic 2: Establish Justice
Timeframe: NA

Inquiry Questions

- **What is “fairness” or “justice”?**
- **How does the Constitution “establish justice”?**
- **How do we ensure that people are treated fairly?**
- **Can there be justice without equality?**

Supporting Questions

- **How are the terms “fairness” or “justice” commonly defined and used in law? By people you know?**
- **What is “due process” and how does it protect individual rights?**
- **What does the 14th Amendment mean by “equal protection under the law”?**
- **What is equality of opportunity?**

Enduring Understandings

The desire for “fairness” or “justice” is a primary reason why people are willing to create a government. These concepts are difficult to precisely define. The Constitution and state

constitutions establish a court system to help decide questions of justice.

- The right to “due process” is considered one of the most fundamental guarantees of individual rights.
- Procedural Due Process means that the government must follow rules and procedures that are reasonable, fair, and not arbitrary.
- Substantive Due Process means that the government cannot make or interpret laws in a way that violates fundamental rights.
- The Fifth Amendment established the concept of “due process” in the Constitution regarding the federal government.
- The Fourteenth Amendment extended the concept of “equal protection under the law” to the states.

Vocabulary

- Affirmative Action
- Civil Rights Movement
- Due Process
- Equality
- Fairness
- Habeas Corpus
- Jim Crow
- Segregation

NJSLS Lessons, Activities, and Resources

<p style="text-align: center;">NJ Student Learning Standards (What the students will know)</p> <p style="text-align: center;">I can...</p>	<p style="text-align: center;">Exemplar Lessons and Activities</p>
<p>What is Justice or Fairness?</p>	<ul style="list-style-type: none"> ● Background article: Equality and Justice: History and Ideals — Equal Justice Under Law ● Culture of Dignity.com activity: The

	<p>Difference between Equality and Equity • NJ Center for Civic Education: What is fairness or justice?</p>
<p>To what extent has the United States established justice for all?</p> <ul style="list-style-type: none"> • How fairly has the United States treated Native Americans? 	<ul style="list-style-type: none"> ○ C-Span Classroom Lesson Plan: The Indian Removal Act of 1830 ○ PBS Learning Media: Trail of Tears: The Cherokee Fight Against Removal; Trail of Tears: Are the Cherokee an Independent Nation? and Worcester v. Georgia Cherokee Nation ○ NJ Center for Civic Education: https://civiced.rutgers.edu/documents/conflict-resolution/volume-one-the-colonial-period-through-reconstruction/113-choerokee-removalCherokee Removal historical roleplaying activity ○ Constitutional Rights Foundation: Choosing a Native American Policy: Simulation Activity
<p>How fairly has the United States treated African Americans?</p>	<ul style="list-style-type: none"> ○ NEH Edsitement: Slavery and the American Founding: “The Inconsistency Not to be Excused” ○ PBS learning Media: Teaching Guide: Exploring American Abolitionism ○ 13th Amendment ○ Link to Mock Congressional Hearings regarding Reconstruction in Conflict Resolution and U.S. History ○ Jim Crow ○ C-Span Classroom: Poll Taxes: Literacy Test: Grandfather Clause ○ Junior Scholastic: How Barbara Johns Helped End Segregation
<p>What is “due process” and how does it protect individual rights?</p>	<ul style="list-style-type: none"> • Justice In The Classroom: Due Process and the Constitution • NJ Center for Civic Education: What is due process and why is it important?
<p>What does the 14th Amendment mean by “equal protection under the law”?</p>	<ul style="list-style-type: none"> • PBS Learning Media: The Reconstruction Amendments • NJ Center for Civic Education: What does “equal protection”

	<p>mean?</p> <ul style="list-style-type: none"> • Triad Debate: Affirmative Action law.washington.edu
<p>Modifications/Accommodations for Special Education Students</p>	<p>Accommodations for At-Risk Students</p>
<ul style="list-style-type: none"> • Modify activities/assignments/projects • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Allow student to receive reading text in various forms (written, verbal, audio) • Pre-teach new vocabulary • Modify Content • Modify Amount of work given • Modify Assessment • Modify Homework • Re-teach skill if needed 	<ul style="list-style-type: none"> • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Small Group Instruction • Intervention/Remediation • Individual Intervention/Remediation • Additional Support Materials • Guided Notes • Graphic Organizers • Tutoring
<p>Accommodations for English Language Learners</p>	<p>Accommodations for Gifted Students</p>
<ul style="list-style-type: none"> • Grade 8 WIDA Can Do Descriptors: • Listening • Speaking • Reading • Writing • Oral Language 	<ul style="list-style-type: none"> • Extended Activities (Assignments, Projects, Papers) • Option for alternative assignments • Higher level Reading • Higher Level Tests (Open Ended, Essay) • Individual Enrichment • Small Group Enrichment
<p>Required Activities</p>	<p>Suggested Activities</p>

- Do Now/Warm-Up
- Closure
- Whole Group
- Small Groups
- Guided Practice
- Independent Practice
- PBIS Implementation
- Identify and review objectives for lesson
- Stations
- Intervention/Remediation

- Projects Academic
- Academic Games
- Brain Breaks

**Topic 3: Insure Domestic Tranquility, provide for the common defense
Timeframe: NA**

Inquiry Questions

- **How well has the U.S. balanced the need for order and the protection of individual rights?**

Supporting Questions

- **What is “domestic tranquility?”**
- **What is “privacy”?**
- **How has the U.S. balanced the need for order and the protection of rights during times of peace and times of war?**

Enduring Understandings

- **Domestic tranquility refers to the expectation by citizens that government will ensure an orderly society based on due process and an inviolate/minimum sphere of personal liberty.**
- **Democracy places a high value on the right to privacy, which is the basis for many of the more specific protections enshrined in the Bill of Rights.**
- **The right to privacy and other rights have sometimes been restricted during times of war as the need to ensure national security conflicts with more expansive individual rights enjoyed during times of peace. It is the role of the courts to help determine the appropriate constitutional balance between individual rights and national security and to review acts of**

the legislative and executive branches.

- Habeas corpus is a fundamental right that prevents arbitrary abuse of authority by the government and indefinite detentions of political opponents.
- The peaceful transfer of power is a critical element of democracy, requiring both constitutional procedures and the commitment by citizens to uphold a free society and a republican form of government.
- The use of force by the government must be within constitutional constraints in a democratic society. A cornerstone of American democracy has been a professional, non-political military that takes an oath to support the Constitution.

Vocabulary

- Alien and Sedition Acts
- Domestic Tranquility
- Habeas Corpus
- Liberty
- Patriot Act of 2001
- Privacy

NJSLS Lessons, Activities, and Resources

<p align="center">NJ Student Learning Standards (What the students will know)</p> <p align="center">I can...</p>	<p align="center">Exemplar Lessons and Activities</p>
<p>What is “domestic tranquility”?</p>	<ul style="list-style-type: none"> ● NJ Center for Civic Education: How do you “ensure domestic tranquility”?
<p>Privacy rights during war:</p>	<ul style="list-style-type: none"> ● C-SPAN: Schenck v. United States and the Espionage Act ● Bill or Rights Institute: Security, Liberty and the Patriot Act

<p>What is habeas corpus and why is it important?</p>	<ul style="list-style-type: none"> ● C-SPAN Classroom: The meaning and Origins of Habeas Corpus ● C-SPAN Classroom: The Writ of Habeas Corpus and the Constitution
<p>How does the Fourth Amendment protect privacy rights?</p>	<ul style="list-style-type: none"> ● New Hampshire Institute for Civics Education: Privacy and the 4th Amendment Learningforjustice: What is a Hate Crime? ● NJ State Bar Foundation Law Adventure Competition
<p>Political stability and peaceful transfer of power</p>	<ul style="list-style-type: none"> ● iCivics: Peaceful Transfer of Power
<p>Modifications/Accommodations for Special Education Students</p>	<p>Accommodations for At-Risk Students</p>
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring

Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks
Topic 4: “promote. . .the General Welfare, and secure the Blessings of Liberty” Timeframe: NA	
Inquiry Questions	
<ul style="list-style-type: none"> ● What is “liberty”? Why did the Founders make it the defining purpose of American government? ● To what extent has the American experience succeeded in promoting the general welfare or common good? ● How can we best balance individual rights and the general welfare when these important concepts are in conflict? 	
Supporting Questions	

- What is “the general welfare”?
- What is liberty?
- Should there be limits on freedom of speech or the ability to protest and petition the government?
- Why is freedom of speech important for sustaining democracy?
- How has social media changed public discourse and how can we address the spreading of propaganda and lies in social media?
- What is the difference between “the establishment of religion” and the “free exercise of religion”?
- How can we balance conflicts between religious beliefs and the protection of the rights of citizens?

Enduring Understandings

- The American system of limited government is designed to promote a specific definition of liberty. This definition differs from that used by other nations with different forms of government.
- The American system of government is based on the concept of social contract theory and the idea that individuals agree to place some limits on their absolute liberty in order to actually enjoy the greatest possible amount of liberty. What these limits should be is an important part of Constitutional law and public discourse.
- Democracies must also balance individual liberty and “the common good”. Debates about how to best achieve this balance is an important element of politics and public policy.

Vocabulary

NJSLS Lessons, Activities, and Resources

**NJ Student Learning Standards
(What the students will know)**

I can...

Exemplar Lessons and Activities

<p>What does “promote the general welfare” mean? How does the government promote the general welfare or common good?</p>	<ul style="list-style-type: none"> ● NJ Center for Civic Education: What is the “general welfare”?
<p>What is liberty?</p>	<ul style="list-style-type: none"> ● NJ Center for Civic Education: What is “liberty?”
<p>Why is freedom of expression? Why is it so important? When should it be limited?</p>	<ul style="list-style-type: none"> ● NJ Center for Civic Education: First Amendment Freedom of Expression ● C-SPAN: Zenger Trial and the Colonial Press ● National Constitution Center The First Amendment Plan of Study ● Newseumed.org: My Five Freedoms ● US Courts: First Amendment Modified Oxford Debates and Scenarios ● TPS: Sedition Act: Should speech ever be restricted? ● Right to Petition and Assemble <ul style="list-style-type: none"> ○ American Bar Association: Right to Petition Lesson Plan ○ Freedoms Foundation: Freedom of Petition & Assembly Lesson Plan ○ National Constitution Center: Freedom of Assembly & Petition Lesson Plan
<p>What is the difference between “the establishment of religion” and the “free exercise of religion”? How do we balance religious beliefs v. the common good?</p>	<ul style="list-style-type: none"> ● NJ Center for Civic Education: How does the First Amendment protect freedom of religion?
<p>How can we balance individual rights and the general welfare when these important concepts are in conflict?</p>	<ul style="list-style-type: none"> ● C-SPAN: Individual Liberty and the Common Good
<p style="text-align: center;">Modifications/Accommodations for Special Education Students</p>	<p style="text-align: center;">Accommodations for At-Risk Students</p>
<ul style="list-style-type: none"> ● Modify activities/assignments/projects 	

<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring
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Accommodations for English Language Learners	Accommodations for Gifted Students
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<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
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Required Activities	Suggested Activities
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<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks
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- Stations
- Intervention/Remediation

Unit 4: Role of the Citizen Curriculum Area: Civics Unit Length: 6 Weeks	Grade Level: 8
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Unit Summary

In addition to civic education content, students require opportunities to develop and practice the skills and dispositions to become active and well-informed supporters of their community. Voting is an important responsibility of citizenship, but students must also learn how to interact with the appropriate levels of government to address matters of public policy that affect their lives and occupations. This unit explores the nature of citizenship and offers questions and strategies to help students develop the skills they will need to be active members and supporters of their communities.

Enduring Understandings	Essential Questions
	How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
District/School Required Texts and Media Formats	District/School Supplementary Resources

- <http://www.brainpop.com/>
- <http://www.njamistadcurriculum.net/>
- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.nj.gov/education/holocaust/curriculum/>
- <https://www.docsteach.org/>
- <http://www.loc.gov/teachers/>
- <http://www.smithsoniansource.org/>

	http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/
District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> ● Teacher Observation ● Presentations ● Quizzes/Test ● Portfolios ● Group Projects/Discussions ● Constructed Response ● Speeches/Debates 	<ul style="list-style-type: none"> ● Performance Tasks ● Summative Assessment
Instructional Best Practices	
<ul style="list-style-type: none"> ● Identifying Similarities and Differences ● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility 	<ul style="list-style-type: none"> ● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric scores, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Standards

NJ Student Learning Standards for Social Studies

- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
- 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve
- 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.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

Suggested Practices for Social Studies

<https://civiced.rutgers.edu/resources/suggested-practices>

Differentiation for Middle School Social Studies

<https://civiced.rutgers.edu/documents/civics/middle-school-civics/104-differentiation-for-middle-school-social-studies/file>

NJ ELA Grade 6-8 Companion Standards

- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Student Learning Standards for English Language Arts

<https://www.nj.gov/education/standards/ela/Index.shtml>

8.1 Technology Standards

8.1A 6-8. Demonstrate ability to manipulate, analyze and/or interpret data for particular purposes when the purpose and the data sources are provided by the teacher

Career Readiness, Life Literacies, and Key Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- 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.
- CRP12. Work productively in teams while using cultural global competence.

Social and Emotional Learning in Middle School Social Studies Instruction

<https://casel.s3.us-east-2.amazonaws.com/SEL-in-Middle-School-Social-Studies-8-20-17.pdf>

Routine Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> ● Whole group ● Pair-Share ● Small group Discussion ● Teacher directed Discussion ● Student-led Discussion ● Questioning ● Active Listening Strategies ● Oral Presentation 	<ul style="list-style-type: none"> ● Class Debate ● Oral Reports
Routine Writing	Writing Task
<ul style="list-style-type: none"> ● Exit Ticket ● Do Now ● Reflections ● Short Constructed Response ● Note Taking 	<ul style="list-style-type: none"> ● Explanatory Writing ● Persuasive Writing
Unit Assessment	

E.g., a Class Project identifying, researching and proposing a solution to an important public policy issue, such as Project Citizen.

Topic 1: Rights and Responsibilities of Citizenship
Timeframe: NA

Inquiry Questions

- **What is a “citizenship”?**
- **What are the essential attributes of a citizen?**

Supporting Questions

- **Who, by law, is a citizen?**
- **Who are resident aliens?**
- **How does an immigrant become a citizen?**
- **What rights and responsibilities does a citizen have that a non-citizen (resident alien) does not have?**

Enduring Understandings

- **Citizenship is a relationship between an individual and a state to which the individual owes allegiance and in turn is entitled to its protection.**
- **Each nation determines the conditions under which it will recognize persons as its citizens, and the conditions under which that status will be extended or withdrawn.**
- **Citizens have additional rights and responsibilities that non-citizens do not possess.**

Vocabulary

- **Allegiance**
- **Citizenship**
- **Citizen**
- **Immigrant**

- Legal Permanent Resident
- Naturalization
- Obligations
- Resident Alien
- Responsibilities

NJSLS Lessons, Activities, and Resources

<p align="center">NJ Student Learning Standards (What the students will know)</p> <p>I can...</p>	<p align="center">Exemplar Lessons and Activities</p>
<p>What is citizenship? Who is a Citizen? What is Naturalization? What rights and obligations do citizens have?</p>	<ul style="list-style-type: none"> ● iCivics: Citizen me Students create a graphic organizer that diagrams citizen rights and responsibilities at different levels of citizenship--home, school, city, state, and nation. They also learn the sources of their rights and responsibilities at each level. ● NJ Center for Civic Education: What is Citizenship? Who is a Citizen?
<p>How does an immigrant become a citizen?</p>	<ul style="list-style-type: none"> ● U.S. Citizenship and Immigration Services: Citizenship and Naturalization in the U.S. ● National Archives: Analyzing Einstein's Citizenship Application; Exploring America's Diversity: Luther Powell; Analyzing Rick Rescorla's Petition for Naturalization
<p align="center">Modifications/Accommodations for Special Education Students</p>	<p align="center">Accommodations for At-Risk Students</p>
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments

<ul style="list-style-type: none"> ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring
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Accommodations for English Language Learners	Accommodations for Gifted Students
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<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
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Required Activities	Suggested Activities
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<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks
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Topic 2: Local and State Government Timeframe: NA
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Inquiry Questions

- **How do the three branches of government function at the local and state level in New Jersey?**
- **How well does federalism resolve the competing demands of limiting government power and the need for efficiency in government?**

Supporting Questions

- **How do ideas become laws or rules at local, state and national levels?**
- **How does federalism distribute government authority at the national, state, and local levels?**
- **How does government function in New Jersey and in your local community and school district?**

Enduring Understandings

- **Local government includes school boards, municipalities, and counties; each with specific authority.**
- **The New Jersey Constitution delegates certain powers and responsibilities to local governments and school boards.**
- **State government includes three branches--executive, legislative and judicial--with separate powers and checks and balances.**
- **Decisions made by local and state governments have enormous impact on our lives.**

Vocabulary

- **Appellate Court**
- **Civil suit**
- **County commissioners**
- **Defendant**
- **Municipality**
- **Ordinance**
- **Plaintiff**

- School Board
- Trial Court

NJSLS Lessons, Activities, and Resources

<p style="text-align: center;">NJ Student Learning Standards (What the students will know)</p> <p style="text-align: center;">I can...</p>	<p style="text-align: center;">Exemplar Lessons and Activities</p>
<p>What is your local government and how can you interact with it?</p>	<p>:</p> <ul style="list-style-type: none"> ○ Municipalities: League of Municipalities: Local Government in New Jersey ○ Public schools are led by local boards of education: non-paid school board members elected by the community, except for 14 school districts where they are appointed by the municipal government. The local boards of education adopt policies under which the school district operates; oversee the budget; approve the curriculum; hire and evaluate the superintendent; represent the public during contract negotiations; and serve as a communications link between the community and the school system. The New Jersey School Boards Association is a statewide organization that supports the efforts of local school boards. ○ County Government provides many services, including parks and social services, based in the 21 counties, led by county commissioners.
<p>State Government</p>	<p>:</p> <ul style="list-style-type: none"> ○ NJ Center for Civic Education: New Jersey's Powerful Governor ○ NJ Center for Civic Education: New Jersey Legislature ○ NJ Center for Civic Education: New Jersey Judiciary ○ NJ State House Tour and teacher resources ○ State House Express - The Eagleton Institute of Politics offers funding for NJ State House tours by classes.

	<ul style="list-style-type: none"> o iCivics: Court Quest game has students navigate the differences between the state and federal court systems and identify the types and levels of courts within each system.
<p align="center">Modifications/Accommodations for Special Education Students</p>	<p align="center">Accommodations for At-Risk Students</p>
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring
<p align="center">Accommodations for English Language Learners</p>	<p align="center">Accommodations for Gifted Students</p>
<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
<p align="center">Required Activities</p>	<p align="center">Suggested Activities</p>

- Do Now/Warm-Up
- Closure
- Whole Group
- Small Groups
- Guided Practice
- Independent Practice
- PBIS Implementation
- Identify and review objectives for lesson
- Stations
- Intervention/Remediation

- Projects Academic
- Academic Games
- Brain Breaks

Topic 3: Public Policy and Civil Society
Timeframe: NA

Inquiry Questions

- **How can individuals and civil society influence public policy?**

Supporting Questions

- **What is public policy?**
- **What is civil society?**
- **How do individuals and institutions of civil society, such as interest groups, fraternal groups, business groups, etc. Influence public policy?**
- **How have those without full political rights (women before 1920, minorities before the Civil Rights Movement) affected change?**
- **How can I engage with others to improve my local, state, national and/or global community?**

Enduring Understandings

- **Public policy includes the decisions, commitments and actions made by those who hold or affect government positions.**
- **Public policies are often embodied in laws, rules or regulations.**
- **Civil society includes media, voluntary organizations and interest groups, which mediate between individuals and government.**

- Individuals and civil society can influence public policy outcomes by speaking with their elected representatives and lobbying for change.

Vocabulary

- Civil Society
- Interest groups
- Public Policy

NJSLS Lessons, Activities, and Resources

**NJ Student Learning Standards
(What the students will know)**
I can...

Exemplar Lessons and Activities

What is public policy?
What is civil society?
How do individuals and institutions of civil society, such as interest groups, fraternal groups, business groups, etc. influence public policy?

- NJ Center for Civic Education: [What is public policy?](#)
- Gettingsmart: [Strategies for teaching public policy](#)

Modifications/Accommodations for Special Education Students

Accommodations for At-Risk Students

- Modify activities/assignments/projects
- Breakdown activities/assignments/projects/assessments into manageable units
- Additional time to complete activities/assignments/projects/assessments
- Provide an option for alternative activities/assignments/projects/assessments
- Allow student to receive reading text in various forms (written, verbal, audio)
- Pre-teach new vocabulary

- Breakdown activities/assignments/projects/assessments into manageable units
- Additional time to complete activities/assignments/projects/assessments
- Provide an option for alternative activities/assignments/projects/assessments
- Small Group Instruction
- Intervention/Remediation
- Individual Intervention/Remediation
- Additional Support Materials
- Guided Notes

<ul style="list-style-type: none"> ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Graphic Organizers ● Tutoring
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Accommodations for English Language Learners	Accommodations for Gifted Students
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<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
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Required Activities	Suggested Activities
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<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks
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Topic 4: Citizen Action-Identifying a Problem or Issue Timeframe: NA

Inquiry Questions

<ul style="list-style-type: none"> ● What kinds of issues are appropriate for government action, and at what level? ● How can a group reach a consensus regarding a public policy issue?
--

Supporting Questions

- **How can I identify problems that are important to be addressed at the local, state, national and/or global level?**
- **Are the proposed solutions constitutional according to either the U.S. or state constitutions?**
- **What matters to me and why?**
- **Do civil society and/or private initiatives have a role, or should the solution rely solely on government?**
- **How can the Universal Declaration of Human Rights help us to identify important issues at the state, local or national level?**
- **Why are issues involving climate change and the environment critical?**
- **How do issues of economic justice involve human rights?**

Enduring Understandings

- **Students will identify and discuss a variety of community issues, engaging in comprehensive research and analysis of the issues, utilizing appropriate reading, writing, and informational literacy skills.**
- **Issues will be prioritized based on their scope, duration, impact and feasibility.**
- **Students will appreciate the value of reaching consensus regarding which issue(s) to prioritize. of the issues identified.**

Vocabulary

- **Duration**
- **Economic justice**
- **Feasibility**
- **Human rights**
- **Intensity**
- **Resources**
- **Scope**

NJSLS Lessons, Activities, and Resources

<p align="center">NJ Student Learning Standards (What the students will know)</p> <p align="center">I can...</p>	<p align="center">Exemplar Lessons and Activities</p>
<p>Identifying important issues to be addressed at the local, state, national and/or global level ○ NJ Center for Civic Education:</p>	<p>Identifying Community Issues</p> <ul style="list-style-type: none"> ○ Newseum: Identifying community issues ○ Project Citizen ○ Generation Citizen ○ Youth-Led Participatory Action Research
<p>Why are issues involving human rights important? How do issues of economic justice involve human rights?</p>	<ul style="list-style-type: none"> ○ Human Rights Educators USA: Service Learning for Human Rights Education
<p>Why are issues involving climate changes and the environmental issues critical?</p>	<ul style="list-style-type: none"> ○ NJ Dept. of Education: NJ Climate Change Education Resources ○ Agency for Toxic Substances and Disease Registry: Identifying risks
<p align="center">Modifications/Accommodations for Special Education Students</p>	<p align="center">Accommodations for At-Risk Students</p>
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation

<ul style="list-style-type: none"> ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring
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Accommodations for English Language Learners	Accommodations for Gifted Students
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<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
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Required Activities	Suggested Activities
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<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks
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Topic 5: Citizen Action-Developing and Proposing a Solution Timeframe: One Week
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Inquiry Questions

- **What are the skills necessary for influencing public policy?**
- **What are the possible alternative solutions to the problem and which solution is the best?**

Supporting Questions

- **How can the appropriate branch or agency of government with authority to address an important issue be identified?**
- **Why are digital tools, research skills, media literacy skills and active listening skills important for civic participation?**
- **Why is it important to consider several alternative solutions to an important issue?**
- **How can the best solution to an important issue be selected?**

Enduring Understandings

- **A fully researched and analyzed solution to a contemporary public policy issue helps students to develop important literacy, problem-solving and critical thinking skills.**
- **Developing an action plan to have a public policy solution implemented by an appropriate governmental agency develops civic skills and positive civic attitudes.**

Vocabulary

- **Action Plan**
- **Advocating**
- **Alternatives**
- **Bias**
- **Credibility**
- **Government agency**
- **Presentation**
- **Solutions**

<p align="center">NJ Student Learning Standards (What the students will know)</p> <p>I can...</p>	<p align="center">Exemplar Lessons and Activities</p>
<p>How can we identify the appropriate branch or agency of government with authority to address the issue that has been selected?</p>	<ul style="list-style-type: none"> ○ NJ Center for Civic Education: Selecting an Issue
<p>How are digital tools, research skills, media literacy skills and active listening skills used for civic participation? How can I assess the credibility of online or printed information? How can I determine whether a source is biased?</p>	<ul style="list-style-type: none"> ○ NJ Center for Civic Education: Media Literacy ○ NJ Center for Civic Education: Suggested Practices--Active Listening/Civil Discourse
<p>Why should I carefully consider several alternative solutions? How can I determine what is the best solution to the problem that I have identified?</p>	<ul style="list-style-type: none"> ○ NJ Center for Civic Education: Selecting the best solution ○ iCivics: Identifying local solutions
<p>How can I initiate change? What is an action plan?</p>	<p>NJ Center for Civic Education: How can individuals and groups bring their concerns to public policymakers?</p>
<p>How can I develop an effective written and/or oral presentation advocating our solution?</p>	<ul style="list-style-type: none"> ○ Scholastic: Persuasive letter writing rubric: ○ iCivics: Local Solutions Civic Action Plan ○ NJ Center for Civic Education: Presenting your class plan
<p align="center">Modifications/Accommodations for Special Education Students</p>	<p align="center">Accommodations for At-Risk Students</p>
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction

<ul style="list-style-type: none"> ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring
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Accommodations for English Language Learners	Accommodations for Gifted Students
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<ul style="list-style-type: none"> ● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language 	<ul style="list-style-type: none"> ● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
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Required Activities	Suggested Activities
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<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks
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Topic 6: Civic Participation and Democracy Timeframe: NA

Inquiry Questions

- **What is the value of civic engagement?**

Supporting Questions

- **What might happen if citizens do not participate in democratic government at the local, state, or federal levels?**
- **What can individuals do to help ensure that the American experiment with democracy continues?**
- **How does civic participation help our democracy evolve?**
- **What are the benefits of civic participation in a democracy?**

Enduring Understandings

- **Students will reflect on the value of civic engagement to society and to each individual.**
- **Lifelong citizen engagement and participation in the community is necessary for our democracy to continue.**
- **The cohesiveness of our democratic society today is a product of the contributions of historical and current leaders and citizens.**

Vocabulary

- **Benefits**
- **Civic engagement**
- **Civic skills**
- **Cohesiveness**
- **Participation**
- **Reflection**

NJSLS Lessons, Activities, and Resources

**NJ Student Learning Standards
(What the students will know)**

Exemplar Lessons and Activities

<p>I can...</p>	
<p>Reflecting on doing the public policy project</p>	<ul style="list-style-type: none"> ○ NJ Center for Civic Education: Student Reflections
<p>What are the benefits to individuals of participating in the civic life of our country?</p>	<p>NJ Center for Civic Education: Why should individuals participate in civic life?</p>
<p>What can individuals do to help ensure that the American experiment with democracy continues? How does civic participation help our democracy evolve? What are the benefits of civic participation in a democracy?</p>	<p>What can individuals do to help ensure that the American experiment with democracy continues? How does civic participation help our democracy evolve? What are the benefits of civic participation in a democracy?</p> <ul style="list-style-type: none"> ○ <i>The New York Times</i> video: The Power to Change the World ○ Center for Civic Education video: Project Citizen International Documentary "The World We Want"
<p>Modifications/Accommodations for Special Education Students</p>	<p>Accommodations for At-Risk Students</p>
<ul style="list-style-type: none"> ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed 	<ul style="list-style-type: none"> ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring

Accommodations for English Language Learners	Accommodations for Gifted Students
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Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks

S TOWNSHIP SCHOOL DISTRICT PACING GUIDE

Course Title: Social Studies
Grade(s): Eighth Grade

Amistad		
Unit	Curricular Integration	Activities
2	Students will learn about the Amistad case in August of 1839	class resources State provided resources

Unit	Weeks/	Standards/Assessm	Focus Skills
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	Days	ent	
Unit 1	12 Weeks	6.1.8.CivicsPI.3.a 6.1.8.CivicsPI.3.b 6.1.8.CivicsPI.3.c 6.1.8.CivicsPI.3.d 6.1.8.CivicsPD.3.a 6.1.8.CivicsDP.3.a 6.1.8.CivicsHR.3.a 6.1.8.CivicsHR.3.b 6.1.8.CivicsHR.3.c 6.1.8.GeoSV.3.a 6.1.8.EconET.3.a 6.1.8.HistoryCC.3.a 6.1.8.HistoryCC.3.b 6.1.8.HistoryCC.3.c 6.1.8.HistoryCC.3.d 6.1.8.HistoryUP.3.a 6.1.8.HistoryUP.3.b 6.1.8.HistoryUP.3.c 6.1.8.HistorySE.3.a 6.1.8.HistorySE.3.b	<p>6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. Research the various leadership and decisions made in the early years of the United States Explain how the leadership and decisions met the goals in the Constitution</p> <p>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. Define the Constitution of the United States Categorize the major components of the Constitution Explain the importance of each part of the Constitution</p> <p>6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. Define/Explain the powers and responsibilities of citizens, political parties, interests groups, and the media</p> <p>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. Define the New Jersey and Virginia Plans Research and Categorize the major differences between the two plans Discuss the major importance of each plan</p> <p>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. Explain the compromise that was made in the creation and adoption of the Constitution and the Bill of Rights, by using evidence from scholarly sources Discuss as a class if the compromise was fair</p>

			<p>6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period. Define the Declaration of Independence Explain the major ideals in the Declaration of Independence Discuss as a class if the major ideals in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans through a class debate</p> <p>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). Research the Alien and Sedition Acts Explain how and why constitutional civil liberties were impacted by the Alien and Sedition Acts</p> <p>6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. Define the term Slavery Research how slavery impacted the United States politically and economically in the Early Republic</p> <p>6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. Research slavery in the United States during the Early Republic Explain how slavery violated human rights and contradicted American ideals (Ex. Declaration of Independence, Constitution) in the form of a research paper</p> <p>6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role. Research different maps of important battles in the American Revolution (Ex. Battles of Trenton/Princeton, Battle of Saratoga, Battle of Yorktown)</p>
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		<p>Explain the role that geography played in each of the battles, using the maps</p> <p>6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time. Define the word debt and the amount of debt the United States was in during the Early Republic Explain the effect that debt on the american people as well as the policies the government implemented to lower the debt</p> <p>6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. Categorize the and Explain the key events that lead to the American Revolution (Debt after the French and Indian War, Sugar Act/Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, Coercive Acts, First Continental Congress, Lexington and Concord)</p> <p>6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government. Define the term Political Parties Explain the rise of political parties in the Early Republic (Ex. Federalists and Democratic Republicans) Discuss as a class political parties in the 21st century</p> <p>6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. Illustrate a map of North American after the French and Indian War (Ex. Proclamation line of 1763)</p> <p>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. Define the Articles of Confederation and the Constitution Categorize the similarities and differences between the Articles of Confederation and the Constitution</p>
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		<p>Discuss the similarities and differences between the two documents</p> <p>6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. Categorize the major parts of the Declaration of Independence Analyze each part of the Declaration of Independence to understand why it was written Discuss as a class how the Declaration of Independence principals evolved to become unifying ideas of American Democracy</p> <p>6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g.,rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. Categorize the various socioeconomic groups in the American Revolution Research and Explain the role that each of these groups played as well as how they were impacted by the Revolutionary War</p> <p>6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives. Define and Explain the major components of the Treaty of Paris Research the effect the treaty had on US relations with Native Americans and European powers Discuss the research findings as a class</p> <p>6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy. Research and Explain the various ways George Washington lead in the American Revolution as well as in his presidency and how they helped establish democracy in the United States</p> <p>6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. Research and Explain the role that different people and nations played in the American Revolution</p>
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Unit 2	12 Weeks	<p>6.1.8.CivicsDP.4.a 6.1.8.CivicsHR.4.a 6.1.8.GeoSV.4.a 6.1.8.EconET.4.a 6.1.8.EconET.4.a 6.1.8.EconNE.4.a 6.1.8.EconNE.4.b 6.1.8.HistoryCC.4.a 6.1.8.HistoryCC.4.b 6.1.8.HistoryCC.4.c 6.1.8.HistoryCC.4.d</p>	<p>6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period. Define Jacksonian Democracy Research and Summarize the way in which Jacksonian Democracy expanded voting rights during Andrew Jackson’s Presidency Discuss the research findings as a class</p> <p>6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period. Create an individual newspaper article showcasing the various ways education, women’s rights, and slavery were reformed in the 1800s (Ex. Creation of Teacher training schools, Anti-Slavery Movement in the 1830s, Womens Right Movment). Students pick one of these topics.</p> <p>Present the newspaper articles in front of the class in order to teach each student as to how education, women’s rights, and slavery were reformed in the 1800s</p> <p>6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans. Define the Indian Removal Act and the Trail of Tears</p>

		<p>Research and Map the original settlement of the Native American's in the North East as well as where they were relocated in the West</p> <p>6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation. Summarize the debates on the national bank, currency, and tariffs Discuss as a class how each of these met the economic challenges facing the New Nation</p> <p>6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. Summarize and Illustrate the Louisiana Purchase and it's major impact on the United States Explore and Research Lewis and Clark Expedition Present the research in the form of a Google Slides Presentation, Short Story, Movie, Podcast, etc.</p> <p>6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. Define the steamboat,national road, canals, and the Transcontinental Railroad Research one of these technological developments as a group Present the findings in the form of a poster</p> <p>6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted. Define the major technological advances from the 1800s (Ex. Cotton Gin, Steamboat, telegraph, interchangeable parts)</p> <p>Categorize and Research how each invention affected the various social classes in the United States during the 1800s (Ex. Slaves, Factory Workers)</p> <p>6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p>
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			<p>Categorize and Research various policies, treaties, tariffs, and agreements that took place between the United States and other Nations in the 1800s</p> <p>Explain how each of these changed America’s relationship with other nations</p> <p>6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</p> <p>Research and Explain the growing resistance to slavery in the 1800s as well the role that New Jersey played in the Undergroud railroad</p> <p>6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>Define the term Manifest Destiny</p> <p>Explore and Research the various ways in which Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war (Ex. Annexation of Texas, Negotiating Oregon at the 49th Parallel, Mexican War)</p> <p>Present the research findings to the class</p> <p>6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.</p> <p>Define the different ethnic groups that immigrated to the United States</p> <p>Research and Summarize why the different ethic groups migrated to the United States</p> <p>Discuss why conflicts resulted due to the increase in migration</p>
Unit 3	12 Weeks	6.1.8.HistoryCC.5.a 6.1.8.HistoryCC5.b 6.1.8.HistoryCC.5.c 6.1.8.HistoryUP.5.a 6.1.8.HistoryUP.5.b 6.1.8.HistpryUP.5.c 6.1.8.HistoryCC.5.d	<p>6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>Research the most important events that lead to the Civil War (Ex. Kansas Nebraska Act, Bleeding Kansas, Fugitive Slave Act, Dred Scott, Uncle Tom’s Cabin, Harpers Ferry, Election of Abraham Lincoln, etc)</p> <p>Summarize each of these events in the form of a graphic organizer</p>

	<p>6.1.8.HistoryCC.5.e 6.1.8.HistoryCC.5.f 6.1.8.HistoryCC.5.g</p>	<p>6.1.8.HistoryCC.5.b: Analyze critical events and battles of the Civil War from different perspectives. Research each of the major battles in the Civil War (Ex. The First Battle of Bull Run, Antietam, Gettysburg) Summarize each of these battles in the form of a graphic organizer or Google Slides Presentation</p> <p>6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South. Create a poster which showcase the losses of both the North and the South in the Civil War Present the posters as a class</p> <p>6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. Define and Summarize the 13th, 14th, and 15th Amendments by examining each amendment (Primary Source) Research and Summarize the effectiveness of these amendments in the history of the United States Present the findings to the class in the form of a group discussion</p> <p>6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. Create a museum which showcases the role of one of these groups in the Civil War Present the museum to the class</p> <p>6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. Summarize the Emancipation Proclamation and the Gettysburg address Research how both documents continue to impact American Life Present the findings in the form of a research paper</p> <p>6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).</p>
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			<p>Research the various factors that affected the course and outcome of the Civil War (Ex. geography, natural resources, demographics, transportation, leadership, and technology) Present the findings in the form of a graphic organizer</p> <p>6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. Research Presidential Reconstruction and Congressional Reconstruction Present information on both types of reconstruction in the form of a Google Slides presentation</p> <p>6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives. Research the economic impact of Reconstruction on the southern states Present the findings in the form of a graphic organizer</p> <p>6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives. Draft an essay which argues the events that were most important in causing the Civil War</p>
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2020 New Jersey Student Learning Standards - Social Studies Overview

Disciplinary Concepts

Civics, Government, and Human Rights: Civic 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.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> ● Local community and government leaders have roles and responsibilities to provide services for their community members. ● Rules for all to live by are a result of the actions of government, organizations, and individuals. ● The actions of individuals and government affect decisions made for the common good. 	<ul style="list-style-type: none"> ● In a representative democracy, individuals play a role in how government functions. ● In a representative democracy, individuals elect representatives to act on the behalf of the people. ● Levels of government (i.e., local, state, and federal) have different powers and responsibilities. 	<ul style="list-style-type: none"> ● Political and civic institutions impact all aspects of people's lives. ● Governments have different structures which impact development (expansion) and civic participation.

Civics, Government, and Human Rights: 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 understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> ● When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard. 	<ul style="list-style-type: none"> ● Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). ● Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. ● A major role of citizens in a representative democracy is to make responsible decisions about who should govern. 	<ul style="list-style-type: none"> ● Civic participation and deliberation are the responsibility of every member of society. ● 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.

Civics, Government, and Human Rights: 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.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none">• The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, and freedom to make choices).	<ul style="list-style-type: none">• Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<ul style="list-style-type: none">• 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.• The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.

Civics, Government, and Human Rights: 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.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none">• Rules and laws are established for our safety and well-being.• Processes and rules should be fair, consistent, and respectful of the human rights of all people.	<ul style="list-style-type: none">• There are different processes for establishing rules and laws.• Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	<ul style="list-style-type: none">• In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

Civics, Government, and Human Rights: 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.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none">• Individuals may be different, but all have the same basic human rights.	<ul style="list-style-type: none">• It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	<ul style="list-style-type: none">• Human and civil rights include political, social, economic, and cultural rights.• Social and political systems have protected and denied

	<ul style="list-style-type: none"> Individuals have the right to be safe and not to be bullied or discriminated against. 	<p>human rights (to varying degrees) throughout time.</p> <ul style="list-style-type: none"> Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic, and cultural rights.
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Civics, Government, and Human Rights: Civic Mindedness

Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open-mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions - alone or in combination with others - can make a difference is closely related to democratic principles and participation.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> Certain character traits can help individuals become productive members of their community. 	<ul style="list-style-type: none"> Certain dispositions help individuals contribute to the health of American democracy. 	<ul style="list-style-type: none"> The well-being of a democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of diversity.

Geography, People and the Environment: Spatial Views of the World

Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> A map is a symbolic representation of selected characteristics of a place. Geographic data can be used to identify cultural and environmental characteristics of places. 	<ul style="list-style-type: none"> Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. 	<ul style="list-style-type: none"> Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth's surface.

Geography. People and the Environment: Human Population Patterns

Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none">• Physical and human characteristics affect where people live (settle).• People use goods from local and distant places to meet their daily needs.	<ul style="list-style-type: none">• Regions form and change as a result of unique physical conditions, economies, and cultures.• Patterns of settlement differ markedly from region to region, place to place, and time to time.• The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.	<ul style="list-style-type: none">• The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.• Relationships between humans and environments impact spatial patterns of settlement and movement.• Global changes in population distribution patterns affect changes in land use in particular places.

Geography. People and the Environment: Human Environment Interaction

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none">• Environmental characteristics influence how and where people live.	<ul style="list-style-type: none">• Environmental and cultural characteristics influence where and how people live.• Human activity affects the cultural and environmental characteristics of places and regions.• Cultural and environmental characteristics change over time.	<ul style="list-style-type: none">• Cultural patterns and economic decisions influence environments and the daily lives of people.• The physical and human characteristics of places and regions are connected to human identities and cultures.

Geography. People and the Environment: Global Interconnections

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their

cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> Global interconnections occur in both human and physical systems across different regions of the world. 	<ul style="list-style-type: none"> Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics. In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues. 	<ul style="list-style-type: none"> Cultural and environmental practices impact the geography of an area. The environmental characteristics of places and production of goods influences the spatial patterns of world trade.

Economics, Innovation and Technology: 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.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> Individuals make decisions based on their needs, wants, and the availability of resources. Limited resources influence choices. Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). 	<ul style="list-style-type: none"> Economic decision-making involves setting goals and identifying the resources available to achieve those goals. An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources. 	<ul style="list-style-type: none"> Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.

Economics, Innovation and Technology: Exchange and Markets

Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> Goods and services are produced and exchanged in multiple ways. 	<ul style="list-style-type: none"> The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production. 	<ul style="list-style-type: none"> People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. Buyers and sellers interact in competitive markets based

	<ul style="list-style-type: none"> • The exchange of goods and services can have negative and positive effects. 	<p>on prices that reflect scarcity of goods and services in the market.</p> <ul style="list-style-type: none"> • Markets exist to facilitate the exchange of goods and services. • Competition among sellers and buyers exists in specific markets.
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Economics, Innovation and Technology: National Economy

The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • The availability of resources influences current and future economic conditions. • Governments play an economic role in the lives of individuals and communities. 	<ul style="list-style-type: none"> • The government uses a variety of tools to pay for the goods and services that it provides to individuals and communities. • A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress. 	<ul style="list-style-type: none"> • A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. • The production and consumption of goods and services influence economic growth, well-being and quality of life.

Economics, Innovation and Technology: Global Economy

The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • There are benefits to trading goods and services with other countries. 	<ul style="list-style-type: none"> • Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation. 	<ul style="list-style-type: none"> • The global economy is the system of trade and industry across the world that has emerged due to globalization. • Economic globalization occurs with cross-border movement of goods, services, technology, information, and human,

		<p>physical, and financial capital.</p> <ul style="list-style-type: none"> • Economic policies require an analysis of policies that influence trade among individuals and businesses in different countries. • Economic interdependence is impacted by increased specialization and trade.
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History, Culture, and Perspectives: Continuity and Change

Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • Historical timelines put events in chronological order to help people understand the past. • Understanding the past helps to make sense of the present. 	<ul style="list-style-type: none"> • Chronological sequencing helps us track events over time. • Interactions of people and events throughout history have shaped the world we experience today. 	<ul style="list-style-type: none"> • Chronological sequencing helps us understand the interrelationship of historical events. • Political, economic, social, and cultural factors both change and stay the same over time. • Historical events may have single, multiple, direct and indirect causes and effects. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

History, Culture, and Perspectives: Understanding Perspectives

Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • Two or more individuals can have a different understanding of the same event. • Respecting and 	<ul style="list-style-type: none"> • Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. 	<ul style="list-style-type: none"> • An individual's perspective is impacted by one's background and experiences. • Perspectives change over

<p>understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</p>	<ul style="list-style-type: none"> • Events may be viewed differently based on one's perspective. • Historical records are shaped by the society that the creator lived in. 	<p>time.</p> <ul style="list-style-type: none"> • Historical contexts and events shaped and continue to shape people's perspectives. • The perspectives of people in the present shape interpretations of the past.
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History, Culture, and Perspectives: Historical Sourcing and Evidence

Historical sourcing and evidence are based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • The nature of history involves stories of the past preserved in a variety of sources. • Historians analyze accounts of history through a variety of sources, including differing accounts of the same event. 	<ul style="list-style-type: none"> • There are a variety of sources that help us understand the past. • Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources. 	<ul style="list-style-type: none"> • Historical sourcing and evidence are based on a review of materials and sources from the past. • Examining historical sources may answer questions but may also lead to more questions. • Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.

History, Culture, and Perspectives: Claims and Argumentation

Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<ul style="list-style-type: none"> • Historians create arguments outlining ideas or explanations based on evidence. 	<ul style="list-style-type: none"> • Historians use evidence from multiple sources to support their claims and arguments about the past. 	<ul style="list-style-type: none"> • Historians analyze claims within sources for perspective and validity. • Historians develop arguments using evidence from multiple relevant historical sources.

New Jersey Administrative Code Summary and Statutes

The 2020 NJSLSS continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools:

Amistad Law (N.J.S.A. 18A 52:16A-88)

Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law (N.J.S.A. 18A:35-28)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)

Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Elementary Social Studies Requirements:

- Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3)

Middle School Requirements:

- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)

Laura Wooten Law (N.J.S.A. 18A:35-41)

Each board of education shall provide a course of study in civics, which shall be taken by all students in an appropriate middle school grade. The course shall address: the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.

LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

NJSL STANDARDS AND HTSD GRADE LEVEL RESOURCES, K-8

- Standards by the End of Grade 2
- Standards by the End of Grade 5
- Standards by the End of Grade 8