Moonachie School District

Social Studies Curriculum:

Middle School - Civics

New Jersey Student Learning Standards for Social Studies

Born On: August 23, 2022

Re-Adopted: January 31, 2023

| **SOCIAL STUDIES** |
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| **6.3 Active Citizenship in the 21st Century** |
| **Disciplinary Concept: Civics, Government, And Human Rights****Amistad****Holocaust** **LGBTQ & Persons with Disabilities****Diversity, Equity & Inclusion****AAIP** |
| **Disciplinary Concept** | **Core Ideas** | **Performance Expectation Standards** |
| **Civics And Political Institutions**The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.  | Political and civil institutions impact all aspects of people’s lives. | 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve. |
| Governments have different structures which impact development (expansion) and civic participation. | 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information. |
| **Time Allocated** | **16 Weeks** |
| **Disciplinary Concept** | **Core Ideas** | **Performance Expectation Standards** |
| **Participation and Deliberation**Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings. | Civic participation and deliberation are the responsibility of every member of society. | 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level. |
| Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions. | 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverseviewpoints, and willing to take action on public issues. |
| **Time Allocated** | **6 Weeks** |
| **Disciplinary Concept** | **Core Ideas** | **Performance Expectation Standards** |
| **Democratic Principles**Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic. | The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. | 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government. |
| **Time Allocated** | **8 Weeks** |
| **Disciplinary Concept** | **Core Ideas** | **Performance Expectation Standards** |
| **Processes and Rules**Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems. | In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy. | 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level. |
| **Time Allocated** | **16 Weeks** |
| **Disciplinary Concept** | **Core Ideas** | **Performance Expectation Standards** |
| **Human and Civil Rights**Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.  | Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. | 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected |
| **Time Allocated** | **8 Weeks** |

| **Key Vocabulary**  | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)**  |
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| ​​Independence, Constitution, Preamble, Bill of Rights, Taxation without Representation, Separation of Powers, Checks and Balances, Bill, Veto, Democracy, Republic, Cause & Effect, Natural Rights, U.S. Constitution, The Preamble, U.S. Bill of Rights, Articles of the Constitution, Liberal, Conservative, Political Party, Platform, First Amendment, Expression, Free-exercise Clause, Establishment Clause, Petition, Protest, 4th Estate, Free Press, Militia, Quartering, Habeas Corpus, Warrant, Miranda v. Arizona, Double Jeopardy, Attorney, Civil Trial, Criminal Trial, Jury, Cruel and Unusual Punishment, Civil War Amendments, Abolition, Suffrage, Equal Protection, Poll Tax, “Jim Crow” lLaws, Line of Succession, Prohibition, Repeal, Amendment | Students will be able to demonstrate understanding of how political and civil institutions impact all aspects of people’s lives. | **​How a Bill Becomes a Law Skit Project** – Students will research the US legislative process and then create a play, which shows a law of their own design going through each step.**​​Political ideology Debate** – Students will debate liberal and conservative perspectives of current issues related to the Constitution and Bill of Rights.**Amendment Alternate Reality Project** – Students will develop original movies which investigates the affect of one of the Amendments on lives on Americans and shows what life would be like without it.**Create your own Political Party**- Students will create their own political party based of their ideologies. Students create a name, slogan, and campaign video discussing their viewpoints. Then a debate will be held against the other classmates (political parties) | **Formative:** * Daily exit cards
* Think-pair-share
* Inside-Outside Circle
* Do now

**Summative:*** Project based assessment with rubric
* Weekly vocabulary quizzes
* Unit assessments
* Socratic Seminar
* DBQ
* Reciprocal Teaching
 |
| Electoral College, Popular Vote, Primary Election, Nomination, Inauguration, Chief Executive, Commander in Chief, Chief Legislator, Head of State, Diplomat, Appointment, Policy, Delegate, Verdict, Jury, Civil Trial, Criminal Trial, Attorney, Judicial Review, Veto, Override, Impeachment, Checks and Balances | Students will be able to research and recreate ways to show how different structures impact civic participation in government. | **Presidential Election Mockumentary Project** – Students will research the US electoral process. Students will create an original “mock”-umentary, which tells the fictional story of a fake candidate running for and getting elected POTUS.**Presidential Paper Dolls Project** – Students will research the powers of the POTUS. Students will create original paper doll presidents for each role with symbolic accessories, which reflect those powers.**Fairytale Mock Trial Unit** – Students will research the US judicial process and will develop a prosecution and defense for a trial of a fairy tale character. Students will conduct the trial in class.**Rapping Up the Branches of Government Project** – After investigating each of the branches of government students will have to compose an original rap song describing the features of one of the branches. | **Formative:** * Daily exit cards
* Think-pair-share
* Inside-Outside Circle
* Do now

**Summative:*** Project based assessment with rubric
* Weekly vocabulary quizzes
* Unit assessments
* Socratic Seminar
* DBQ
* Reciprocal Teaching
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| Levels of Government (municipal, state, federal), Legislative Branch, Executive Branch, Judicial Branch, Voting, Suffrage, U.S. Constitution, The Preamble, U.S. Bill of Rights, Liberal, Conservative, Political Party, Platform, Current Issues (ex. gun control, capital punishment, immigration, etc.), First Amendment, Expression, Free-exercise Clause, Establishment Clause, Petition, Protest, 4th Estate, Free Press, Militia, Quartering, Habeas Corpus, Warrant, Miranda v. Arizona, Double Jeopardy, Attorney, Civil Trial, Criminal Trial, Jury, Cruel and Unusual Punishment, Civil War Amendments, Abolition, Suffrage, Equal Protection, Poll Tax, Line of Succession, Prohibition, Repeal, Amendment | Students will be able to establish an understanding of the importance of civic participation and deliberation. | **Youth in Government Municipal Government Celebration** – Students will meet with representatives of the municipal government to discuss their role. Students will engage in a mock council meeting later that day, where they will take on the role of the different stakeholders at a municipal council meeting.**Political ideology Debate** – Students will debate liberal and conservative perspectives of current issues related to the Constitution and Bill of Rights**Amendment Alternate Reality Project** – Students will develop original movies which investigates the effect of one of the Amendments on lives on Americans and shows what life would be like without it. | **Formative:** * Daily exit cards
* Think-pair-share
* Inside-Outside Circle
* Do now

**Summative:*** Project based assessment with rubric
* Weekly vocabulary quizzes
* Unit assessments
* Socratic Seminar
* DBQ
* Reciprocal Teaching
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| Levels of Government (municipal, state, federal), Layer Cake Federalism, Legislative Branch, Executive Branch, Judicial Branch, Voting, Suffrage, U.S. Constitution, The Preamble, U.S. Bill of Rights, Liberal, Conservative, Political Party, Platform, Current Issues (ex. gun control, capital punishment, immigration, etc.) | Students will be able toengage in discourse/debate on public issues in a respectful and informed manner with the goal of finding consensus. | **Youth in Government Municipal Government Celebration** – Students will meet with representatives of the municipal government to discuss their role. Students will engage in a mock council meeting later that day, where they will take on the role of the different stakeholders at a municipal council meeting.**Debate the Issues** - Students will be given public issues at random and with their group must conduct research supporting their topic. Students will write a paper as well as debate their topic against the opposing viewpoint. | **Formative:** * Daily exit cards
* Think-pair-share
* Inside-Outside Circle
* Do now

**Summative:*** Project based assessment with rubric
* Weekly vocabulary quizzes
* Unit assessments
* Socratic Seminar
* DBQ
* Reciprocal Teaching
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| Separation of Powers, Checks and Balances, Bill, Veto, Democracy, Republic, Cause & Effect, Natural Rights, U.S. Constitution, The Preamble, U.S. Bill of Rights, Liberal, Conservative, Political Party, Platform, *e pluribus unum*, Verdict, Jury, Impeachment, Civil Trial, Criminal Trial, Attorney, Judicial Review, Veto, Override, Impeachment, The Preamble, U.S. Bill of Rights, Articles of the Constitution,  | Students will be able to differentiate between the various pillars of our governmental system. | ​​​​**What is America?** – Design a homepage for the US Project –Students will design a homepage for the US, which reflects its geographic, economic, and cultural characteristics, as well as its principles.**Preamble Picture Book Project** - Students will create a picture book designed for a primary school audience, which will illustrate the key principles of the Constitution found in the Preamble.**Political ideology Debate** – Students will debate liberal and conservative perspectives of current issues related to the Constitution and Bill of Rights**Supreme Decision**: 1st Amendment on Trial – Student groups will be assigned three different cases which connect to first amend issues. Students will have to debate within their groups where they stand, and then defend their opinions in front of the class.**Debate Different Bill of Rights** - topics especially as they relate to students in school. This includes dress code, school newspaper, corporal punishment | **Formative:** * Daily exit cards
* Think-pair-share
* Inside-Outside Circle
* Do now

**Summative:*** Project based assessment with rubric
* Weekly vocabulary quizzes
* Unit assessments
* Socratic Seminar
* DBQ
* Reciprocal Teaching
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| Bill, Veto, Pocket Veto, Legislative Branch, House of Representatives, US Senate, Executive Branch, Administration, Bureaucracy, Federal Agencies, the Cabinet, Vice-President, Judicial Branch, Supreme Court of the US, Associate Justice, Chief Justice, Appropriation, Congressional Committees, Federalism, Electoral College, Elector, The Preamble, U.S. Bill of Rights, Articles of the Constitution, Verdict, Jury, Civil Trial, Criminal Trial, Attorney, Judicial Review, Veto, Override, Impeachment, Lobbyists | Students will be able toexplore and assess the different ways that citizens can influence the policy process in order to achieve a desired outcome. | **How a Bill Becomes a Law Skit Project** – Students will research the US legislative process and then create a play, which shows a law of their own design going through each step.**Presidential Election Mockumentary Project** – Students will research the US electoral process. Students will create an original “mock”-umentary, which tells the fictional story of a fake candidate running for and getting elected POTUS.**Presidential Paper Dolls Project** – Students will research the powers of the POTUS. Students will create original paper doll presidents for each role with symbolic accessories, which reflect those powers.**Fairytale Mock Trial Unit** – Students will research the US judicial process and will develop a prosecution and defense for a trial of a fairy tale character. Students will conduct the trial in class. | **Formative:** * Daily exit cards
* Think-pair-share
* Inside-Outside Circle
* Do now

**Summative:*** Project based assessment with rubric
* Weekly vocabulary quizzes
* Unit assessments
* Socratic Seminar
* DBQ
* Reciprocal Teaching
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| Bill of RightsDeclaration of SentimentsFreedom of Speech, Petition, Assembly, Religion, PressDue ProcessMagna CartaEnglish Bill of RightsJury of PeersOpinion, Concurring Opinion, DissentEminent Domain | Students will be able to identify fundamental rights and analyze how those rights have changed and advanced over time.  | Have students watch and/or read **Gideon’s Trumpet**Read the **Magna Carta** and **English Bill of Rights****Preamble Picture Book Project** - Students will create a picture book designed for a primary school audience, which will illustrate the key principles of the Constitution found in the Preamble. | **Formative:** * Daily exit cards
* Think-pair-share
* Inside-Outside Circle
* Do now

**Summative:*** Project based assessment with rubric
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* Unit assessments
* Socratic Seminar
* DBQ
* Reciprocal Teaching
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| **Interdisciplinary Connections** | **Performing Arts Integration:** How a Bill Becomes a Law Skit, Presidential Mockumentary, Fairy Tale Mock Trial, Political Parties Debate, Rapping Up Branches of Government **Visual Arts Integration:** What is America - Homepage, Presidential Paper Dolls; Boston Massacre analysis for propaganda; 1.2.12acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth. Creating* Anchor Standard 1: Conceptualizing and generating ideas.
* Anchor Standard 2: Organizing and developing ideas.
* Anchor Standard 3: Refining and completing products.

Performing/Presenting/Producing* Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
* Anchor Standard 5: Selecting, analyzing and interpreting work.
* Anchor Standard 6: Conveying meaning through art.

Responding* Anchor Standard 7: Perceiving and analyzing products.
* Anchor Standard 8: Applying criteria to evaluate products.
* Anchor Standard 9: Interpreting intent and meaning.

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

**English Language Arts*** NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
* NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
* NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	+ [RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/). Cite specific textual evidence to support analysis of primary and secondary sources.
	+ [RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/). Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	+ [RH.6-8.3](http://www.corestandards.org/ELA-Literacy/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.6-8.4](http://www.corestandards.org/ELA-Literacy/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.6-8.5](http://www.corestandards.org/ELA-Literacy/RH/6-8/5/). Describe how a text presents information (e.g., sequentially, comparatively, causally).
	+ [RH.6-8.6](http://www.corestandards.org/ELA-Literacy/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).

**Integration of Knowledge and Ideas*** [RH.6-8.7](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/). Distinguish among fact, opinion, and reasoned judgment in a text.
* [RH.6-8.9](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/). Analyze the relationship between a primary and secondary source on the same topic.

**Range of Reading and Level of Text Complexity*** [RH.6-8.10](http://www.corestandards.org/ELA-Literacy/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.

**Text Types and Purposes*** WHST.6-8.1. Write arguments focused on discipline-specific content.
* WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**Production and Distribution of Writing*** WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
* WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
* WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**Research to Build and Present Knowledge** * 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.6-8.8. 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.
* WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

**Range of Writing*** WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Math:** Effects of tariffs on pricing**Science:**  Global warming as a political issue6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change. |
| **Resources & Materials** | Scholastic Up-Front New York Times MagazineNewselaEdPuzzleYouTubeTeacher Generated Flipped LessonsBrainpopiCivicsReadworksDiscovery TechbookQuiziz<https://www.njleg.state.nj.us><https://constitutioncenter.org><https://www.oyez.org> |
| **Career Readiness, Life Literacies and Key Skills** | 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives |
| **Computer Science and Design Thinking** | 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Google Suite, Microsoft Suite, Prezi, iMovie, Garage Band, Quicktime, Zoom |

| **Modifications** |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aideGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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

| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)**  |
| --- | --- | --- | --- |
| Supply and DemandOpportunity CostsWants and NeedsInflationGoods vs ServicesTaxation - Hidden Tax, Regressive Taxes, Progressive Taxes, Income TaxCost-Benefit AnalysisTariffsUniversal Health CareMinimum WageAffirmative ActionLiberalismConservatismPolitical PartiesCapitalismSocialismCommunismPatentCopyrightPlagiarism Sugar ActStamp ActTownshend ActsTea ActMonopolyDebtCredit CardInterestStocksSpeculatorsRegulationPrivatization  | Students will be able toAnalyze the pros and cons of various economic activities and their effects on citizens | * **Debate Different Bill of Rights** - topics especially as they relate to students in school. This includes dress code, school newspaper, corporal punishment
* **Debate the Issues** - Students will be given public issues at random and with their group must conduct research supporting their topic. Students will write a paper as well as debate their topic against the opposing viewpoint.
* **Youth in Government Municipal Government Celebration** – Students will meet with representatives of the municipal government to discuss their role. Students will engage in a mock council meeting later that day, where they will take on the role of the different stakeholders at a municipal council meeting.
* **Political ideology Debate** – Students will debate liberal and conservative perspectives of current issues related to the Constitution and Bill of Rights.
* **Sons of Liberty Editorial Project** – Students will write editorial letters in protest of one of the tax laws, economic infringements and attacks on civil liberties which angered American​​ colonists leading up to the American Revolution.
* **Selling Activity** -

Students are given “money” and one student is chosen to sell a limited number of pencils. The students are given different amounts of money to replicate the different economic levels in a society and the problem of scarce resources.* **Stock Market Game** -

Students compete over a period of time to see who can raise the largest amount of theoretical money. Students will discuss and utilize an number of key economic areas. | **Formative:** Daily exit cardsThink-pair-shareInside-Outside CircleDo now**Summative:**Project based assessment with rubricWeekly vocabulary quizzesUnit assessmentsSocratic SeminarDBQReciprocal Teaching |
| **Interdisciplinary Connections** | **English Language Arts*** NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
* NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
* NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	+ [RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/). Cite specific textual evidence to support analysis of primary and secondary sources.
	+ [RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/). Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	+ [RH.6-8.3](http://www.corestandards.org/ELA-Literacy/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.6-8.4](http://www.corestandards.org/ELA-Literacy/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.6-8.5](http://www.corestandards.org/ELA-Literacy/RH/6-8/5/). Describe how a text presents information (e.g., sequentially, comparatively, causally).
	+ [RH.6-8.6](http://www.corestandards.org/ELA-Literacy/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).

**Integration of Knowledge and Ideas*** [RH.6-8.7](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/). Distinguish among fact, opinion, and reasoned judgment in a text.
* [RH.6-8.9](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/). Analyze the relationship between a primary and secondary source on the same topic.

**Range of Reading and Level of Text Complexity*** [RH.6-8.10](http://www.corestandards.org/ELA-Literacy/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.

**Text Types and Purposes*** WHST.6-8.1. Write arguments focused on discipline-specific content.
* WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**Production and Distribution of Writing*** WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
* WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
* WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**Research to Build and Present Knowledge** * 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.6-8.8. 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.
* WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

**Range of Writing*** WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Math**: Practical calculations, Graphing |
| **Resources & Materials** | Scholastic Up-Front New York Times MagazineNewselaEdPuzzleYouTubeTeacher Generated Flipped LessonsBrainpopiCivicsReadworksDiscovery TechbookQuiziz<https://www.njleg.state.nj.us><https://constitutioncenter.org><https://www.oyez.org> |
| **Career Readiness, Life Literacies and Key Skills** | * 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income
* 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
* 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
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| **Computer Science and Design Thinking** | * 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
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| **Modifications** |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aideGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |