

Kenilworth Public Schools

Curriculum Guide

Content Area: Civics

Grade: 8

BOE Approved: 5/13/19

Revision Date: April 2023

Submitted by: Brian Balazse

BOE Revision Approved: 5/8/2023

Civics Scope and Sequence

8th Grade

Revision Date 08/2/22

Unit 1- Foundational Concepts and Principles	Unit 2- Foundational Documents	Unit 3- The Constitution, American Ideals and the American Experience	Unit 4- Role of the Citizen
Weeks 20-24	Weeks 25-29	Weeks 30-34	Weeks 35-38

<p><i>Unit Description:</i> Explore the key concepts and principles upon which the government of the United States was established. Define human rights and the role governments have in protecting those rights. Determine what are American Ideals, how can conflicts be resolved without violence, and how elections sustain democracy.</p>	<p><i>Unit Description:</i> Examine the nation’s founding documents, structure of government, the Bill of Rights and the amendment process. Determine rights can be interpreted differently throughout the country’s history. Explore federalism and the relationship between federal and state governments.</p>	<p><i>Unit Description:</i> Evaluate how each American ideal has grown and expanded to be more inclusive. Identify struggles in fulfilling the potential of American ideals. Determine how well America has lived up to the ideals listed in the Constitution.</p>	<p><i>Unit Description:</i> Explore the nature of citizenship and determine strategies to help students develop the skills they will need to be active members and supporters of their communities. Gain experience simulating democratic processes. Focus on a current issue and how it’s possible to advocate for change.</p>
<i>Unit Targets:</i>	<i>Unit Targets:</i>	<i>Unit Targets:</i>	<i>Unit Targets:</i>

<ul style="list-style-type: none"> ● Human Rights ● Why do we need a government? ● The common good and civic virtue ● American ideals ● Civil discourse and conflict resolution ● Elections 	<ul style="list-style-type: none"> ● Historical Foundations of the American Republic ● The Legislative Branch ● The Executive Branch ● The Judicial Branch ● Federalism 	<ul style="list-style-type: none"> ● “A More Perfect Union” ● “Establish Justice” ● “insure Domestic Tranquility, provide for the common defense” ● “promote... the General Welfare, and secure the Blessings of Liberty” 	<ul style="list-style-type: none"> ● Rights and Responsibilities of Citizenship ● Local and State Government ● Public Policy and Civil Society ● Identifying a Problem or Issue ● Developing and Proposing a Solution ● Civic Participation and Democracy
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Civics 8

Grade Level 8

Revision Date May 2023

Unit 1: Foundational Concepts and Principles

Pacing/Days: 5 Weeks

Unit Summary: Explore the key concepts and principles upon which the government of the United States was established.

Learning Targets

Unit Big Idea: How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and common good?

Unit Enduring Understandings:

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

Unit Essential Questions:

- Why do we need government?
- What makes government legitimate?
- What is the proper balance between individual freedom and the common good?
- How do we ensure that people are treated fairly?

Student Learning Targets:

- Students will be able to...
- Construct an argument as to the source of human rights and how they are best protected.
 - Students will evaluate, take, and defend a position on why government is necessary, and the purpose government should serve
 - Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences

Evidence of Learning:

- Exit tickets
- homework
- graphic organizers
- conferring
- self-evaluations
- class discussions
- draft work.

<p>of ancient societies, England, and the North American colonies.</p> <ul style="list-style-type: none"> ● 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. 	
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Unit Summative Assessment: Create Your Own Society Project (Students create a multimedia project on a country of their own design. Students choose a type of government to protect the rights of citizens in their own country), Unit tests, cumulative project, interactive media products (with provided scoring rubrics for student-led assessments like projects)

New Jersey State Learning Standards

- NJSLS Standards:**
- 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 purpose 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.

Career Readiness, Life Literacies, and Key Skills (CLKS): Act as a responsible and contributing citizen and employee. Communicate clearly and effectively and with reason. Consider the environmental, social and economic impacts of decisions. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management.

- Primary Interdisciplinary Connections:**
- RH.6-8.10 By the end of 8th Grade, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
 - 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Computer Science and Design Thinking Standards:

- 8.1E6-8. Use a variety of search tools and filters to access multiple databases (for example, census data, the Bureau of Labor Statistics, the Department of Education, Agriculture, Health & Human Services) in order to find information relevant to the solution of a real world problem.

Climate Change Standards:

- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.
- 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

ELA 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 8th Grade, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Lesson Plans	
<i>Teaching Points & Learning Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● What are human rights? (John Locke primary source, Universal Declaration of Human Rights) ● What would life be like without government? ● What is the difference between power and authority? ● Forms of government. ● Rule of law ● What is the social contract? ● What are ideals? What are American ideals? ● Why is voting important? ● How do elections work? ● What are the responsibilities of elected representatives? ● Determining the accuracy of what you read and view. ● Evaluating candidates for positions of authority. 	Weeks 20-24
<i>Teacher Resources & Student Tools</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> ● (Use Font: Times, Size:12, Bulleted, Not Bold) ● Tools (add/delete as appropriate): 	

-Google Classroom, Seesaw, Pear Deck, BrainPOP, Book Creator, FlipGrid, Kahoot, Kami, Quizizz, Freckle, ALEKS, Raz Kids, Touch Math, Scholastic Magazines, No Red Ink, Newsela, Merge Cubes
(See this [list](#) for more ideas from the NJDOE)
(See this [list](#) for Kenilworth Tools and Platforms)

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 2: Foundational Documents

Pacing/Days: Weeks 25-29

Unit Summary: Examine the nation's founding documents, structure of government, the Bill of Rights and the amendment process.

Learning Targets

Unit Big Idea: How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

Unit 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.
- Lawmaking is the primary and most important function of Congress.
- The guarantees in the Bill of Rights reflect the nation's commitment to personal freedom and to the principle of limited government.

Unit Essential Questions:

- To what extent did the founding documents (Declaration of Independence, Constitution Bill of Rights) articulate and establish/ensure American Ideals?
- What are the powers, responsibilities, limits and role of the Congress?
 - How does the Bill of Rights ensure that fundamental human rights are protected?

Student Learning Targets:

Students will be able to...

- 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.
- Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- Use data and other evidence to determine the extent to which demographics influenced the debate on representation in

Evidence of Learning:

- Exit tickets
- homework
- graphic organizers
- conferring
- self-evaluations
- class discussions
- draft work.

<p>Congress and federalism by examining the New Jersey and Virginia plans.</p> <ul style="list-style-type: none"> ● Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. ● 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. 	
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Unit Summative Assessment: Bill of Rights Project (Research a Supreme Court case involving one of the rights from the Bill of Rights. Explain if the precedent set in this case improved or damaged rights in the United States), Unit tests, cumulative project, interactive media products (with provided scoring rubrics for student-led assessments like projects)

New Jersey State Learning Standards

- NJSLS Standards:**
- 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.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
 - • 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
 - 6.3.8.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.

Career Readiness, Life Literacies, and Key Skills (CLKS):

- 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.

Primary Interdisciplinary Connections:

- RH.6-8.10 By the end of 8th Grade, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Computer Science and Design Thinking Standards:

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

Climate Change Standards:

- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.
- 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

ELA Companion Standards:

- 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 a 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.

Lesson Plans

<i>Teaching Points & Learning Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none">● How did Enlightenment ideas influence America’s founding documents?● America’s first government:Articles of Confederation.● The Constitution primary source● Bill of Rights Project	Weeks 25-29

<ul style="list-style-type: none"> ● Three Branches of Government activity ● How do the three branches of government interact? Separation of Powers and Checks and Balances ● The Legislative Process: How a Bill becomes law. ● How does Judicial Review Function? ● Federalism and Separation of Powers activity 	
<i>Teacher Resources & Student Tools</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> ● -Google Classroom ● -iCivics ● -Pear Deck ● -BrainPOP ● -Kahoot ● -Kami ● -Quizizz ● -Quizlet ● -Newsela ● -Other web resources 	<p>(Use Font: Times, Size:12, Centered, Not Bold)</p>

**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content

- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
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- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 3: The Constitution, American Ideals and the American Experience

Pacing/Days: Weeks 30-34

Unit Summary: Evaluate how each American ideal has grown and expanded to be more inclusive. Identify struggles in fulfilling the potential of American ideals.

Learning Targets

Unit Big Idea: How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and the respect for human dignity?

Unit Enduring Understandings:

- Ensuring the right to vote is an essential component of a successful democracy.
- The right to “due process” is considered one of the most fundamental guarantees of individual rights.
- 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.

Unit Essential Questions:

- 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?
- What is “privacy”?
- 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?

<ul style="list-style-type: none"> ● The American system of limited government is designed to promote a specific definition of liberty. ● 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. 	
<p>Student Learning Targets:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. ● Evaluate the effectiveness of the fundamental principles of the Constitution in establishing a federal government that allows for growth and change over time. ● 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. ● Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. ● Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. ● Make a claim based on evidence to determine the extent and limitations of First Amendment Rights (e.g., Supreme Court decisions). ● Use historical case studies and current events to explain why due process is 	<p>Evidence of Learning:</p> <ul style="list-style-type: none"> ● Exit tickets ● homework ● graphic organizers ● conferring ● self-evaluations ● class discussions ● draft work.

essential for the protection of individual rights and maintenance of limited government.

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

Unit Summative Assessment: First Amendment Rights DBQ (Analyze primary and secondary sources to determine the limits to the five freedoms of the First Amendment), Due Process Historical Case Analysis (Analyze case law regarding due process and support whether or not due process rights are supported today), Unit tests, cumulative project, interactive media products (with provided scoring rubrics for student-led assessments like projects)

New Jersey State Learning Standards

NJSLS Standards:

- 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.

Career Readiness, Life Literacies, and Key Skills (CLKS):

- 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.

Primary Interdisciplinary Connections:

- RH.6-8.10 By the end of 8th Grade, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Computer Science and Design Thinking Standards:

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

Climate Change Standards:

- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.
- 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

ELA Companion Standards:

- 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 a 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.

Lesson Plans	
<i>Teaching Points & Learning Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Constitution analysis ● Declaration of Independence Analysis - How are rights fulfilled for women, African Americans and Native Americans during this time period? ● Argument Building - How did the expansion of slavery violate human rights and contradict American ideals? ● First Amendment Rights DBQ ● Historical case analysis - Why is due process essential for the protection of individual rights and maintenance of limited government? ● 13th, 14th and 15th Amendments stations activity 	Weeks 30-34
<i>Teacher Resources & Student Tools</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> ● -Google Classroom ● -iCivics ● -Pear Deck ● -BrainPOP ● -Kahoot ● -Kami ● -Quizizz ● -Quizlet ● -Newsela ● -Other web resources 	
Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students	
Examples of Strategies and Practices that Support Students with Disabilities: <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content, student products, and assessment tools (rubrics for example) 	

- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 4: Role of the Citizen

Pacing/Days: Weeks 35-38

Unit Summary: Explore the nature of citizenship and determine strategies to help students develop the skills they will need to be active members and supporters of their communities.

Learning Targets

Unit Big Idea: How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

Unit 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.

Unit Essential Questions:

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

<ul style="list-style-type: none"> ● 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. ● Individuals and civil society can influence public policy outcomes by speaking with their elected representatives and lobbying for change. ● 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. ● Developing an action plan to have a public policy solution implemented by an appropriate governmental agency develops civic skills and positive civic attitudes. ● Students will reflect on the value of civic engagement to society and to each individual. 	<ul style="list-style-type: none"> ● How well does federalism resolve the competing demands of limiting government power and the need for efficiency in government? ● What is public policy? ● What kinds of issues are appropriate for government action, and at what level? ● What are the skills necessary for influencing public policy? ● What is the value of civic engagement?
<p>Student Learning Targets:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Construct an argument as to the source of human rights and how they are best protected. ● Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve ● 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 	<p>Evidence of Learning:</p> <ul style="list-style-type: none"> ● Exit tickets ● homework ● graphic organizers ● conferring ● self-evaluations ● class discussions ● draft work.

Unit Summative Assessment: Advocacy Research Project (Research a current issue/problem that needs to be addressed in society. Determine steps to advocate a solution to this problem. Use prior knowledge on the role of government and means citizens have on influencing policy), Unit tests, cumulative project, interactive media products (with provided scoring rubrics for student-led assessments like projects)

New Jersey State Learning Standards

NJSLS Standards:

- 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

Career Readiness, Life Literacies, and Key Skills (CLKS):

- 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.

Primary Interdisciplinary Connections:

- RH.6-8.10 By the end of 8th Grade, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Computer Science and Design Thinking 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

Climate Change Standards:

- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.
- 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

ELA 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.

Lesson Plans	
<i>Teaching Points & Learning Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● What is citizenship? Who is a Citizen? What is Naturalization? What rights and obligations do citizens have? Activity ● State vs Local Government Activity ● What is public policy? What is civil society? How do individuals and institutions of civil society influence public policy? Activity ● Identifying an issue/problem that needs to be addressed. Activity ● Research and develop a proposed solution to an issue/problem. ● 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? Activity 	Weeks 35-38
<i>Teacher Resources & Student Tools</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> ● -Google Classroom ● -iCivics ● -Pear Deck 	

- -BrainPOP
- -Kahoot
- -Kami
- -Quizizz
- -Quizlet
- -Newsela
- -Other web resources

**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share

•Cooperative learning groups