



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

fSOCIAL STUDIES: AMERICAN HISTORY/CIVICS

Grade(s) 7

5 credits

ABSTRACT

It is the goal of this course to develop democratic participation and cooperation in school and community. This course is designed to develop an appreciation of the contributions of our country's forefathers. There will be major emphasis placed on the development of comprehension of problems affecting our complex times and to look at the past for an insight to an understanding of the behavior and ethical values of man and to assist the students in creating an understanding and appreciation of human interrelations. Students expand on their understanding of democracy and civic participation and explore in more detail the structure of government and their rights and responsibilities as United States citizens. This course will also motivate students to seek and analyze new discoveries and concepts happening in real time such as climate change, additional civil rights movements, as well as possible limitations to civil liberties that may occur. It is also the intention of this course to develop the knowledge and skills for career education. Social Studies will incorporate skills such as the utilization and interpretation of primary and secondary sources, maps, graphs, and charts. Research skills will aid students in organizing and preparing materials for oral and written reports. Workplace readiness skills of computer technology, internet access, critical thinking, decision-making, and problem solving will be employed in the classroom. Students will develop skills in outlining and note taking from both oral and written sources. This course will also implement necessary technological skills that will be both mastered and implemented. Students will be exposed to, but not limited to, Google Apps, including Google Drive and Google Classroom, and the internet.

UNIT #: <i>Unit Title</i>	Unit 1: <i>Colonization</i>	Unit 2: <i>Creation and Establishment of the United States</i>	Unit 3: <i>The Constitution</i>
Number of Days	20 days	23 days	40 days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS)</i>	Social Studies 6.1.8.A.2.a-c 6.1.8.B.2.a-b 6.1.8.C.a-b 6.1.8.D.1.a-c English Language Arts RH.6-8.1-10 WHST.6-8.1-2 WHST.6-8.4-10 Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.1.8.EG.5 9.1.8.EG.6 9.1.8.EG.8 9.1.8.CR.1 9.1.8.PB.5 9.4.8.CI.1	Social Studies 6.1.8.A.3.a-g 6.1.8.B.3.a-d 6.1.8.B.3.a-c 6.1.8.D.3.a-g English Language Arts RH.6-8.1-10 WHST.6-8.1-2 WHST.6-8.4-10 Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.1.8.CR.1 9.1.8.EG.6 9.1.8.PB.5 9.4.8.CI.1 9.4.8.CT.3 9.4.8.CI.3 9.4.8.IML.8	Social Studies 6.1.8.A.3.a-d 6.1.8.D.3.g English Language Arts RH.6-8.1-10 WHST.6-8.1-2 WHST.6-8.4-10 Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.1.8.CP.1 9.1.8.CR.1 9.1.8.CR.4 9.1.8.EG.5 9.1.8.EG.8
ENDURING UNDERSTANDINGS: <i>(Students will understand that</i>	<ul style="list-style-type: none"> It is important to understand the early establishment of 	<ul style="list-style-type: none"> There was a growth of colonial discontent with Great Britain. 	<ul style="list-style-type: none"> The Constitution is an agreement between the citizens of the United States

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	<p>America and the development of three distinct groups of colonies in order to gain a better understanding of where we are today in society.</p> <ul style="list-style-type: none"> • The geography of the colonies had a great impact on the economical and cultural aspects of colonial life. • French and Indian War had a great impact on the colonies. 	<ul style="list-style-type: none"> • There was dissatisfaction with colonial policies. • There was unification of the Patriots and a desire for declaring independence. • The need for the establishment of a formal government. 	<p>and the government. The people will grant powers to the government, in return, the government will carry out the goals of the Constitution.</p> <ul style="list-style-type: none"> • The United States established different branches of government in order to ensure a checks and balances system for those in power. • The freedoms expressed in the Bill of Rights are essential to our democratic system. • The federal system allows state governments to serve the needs of their citizens while cooperating as a united country. • The Constitution establishes seven goals. • Amendments and court decisions have expanded the protections of the Constitution to many groups.
<p>ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i></p>	<ul style="list-style-type: none"> • Why did early attempts to establish colonies fail? • How did agriculture save the colonies? • Why was religious freedom motivation to come to the colonies? • How did the colonies geographical location affect their development? • What impact did trade have on colonial growth? • How did religion affect government and politics in the colonies? 	<ul style="list-style-type: none"> • How did relations with Great Britain begin to change? • Why were the American colonists objecting to new British laws? • Why was the Declaration of Independence drafted? • How did the economic status of the founding fathers (and the economic disparity between them and other colonists) influence the Declaration of Independence? • How did the institution of slavery impact the framing 	<ul style="list-style-type: none"> • Why does there appear to be a need for written rules of government? • What can happen if a person or persons in government are given unlimited power? • What rights should be guaranteed by a government? • Are local and state-level are governments necessary? Why or why not?

		<p>of the founding documents of the United States?</p> <ul style="list-style-type: none"> • Why were there opposing sides to the war? • How did the weaknesses of the Articles of Confederation lead to the Constitution? • What kind of government does the Constitution Establish? • How did African Americans contribute to the success of the American Revolution? 	
<p style="text-align: center;">STAGE 2: ASSESSMENT EVIDENCE</p> <p style="text-align: center;"><i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the State Standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i></p>			
<p>PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)</i></p>	<p>Students will engage in various activities that include:</p> <ul style="list-style-type: none"> • Group discussions • Oral presentations • The creation and analyzing of maps • Presentation of findings and conclusions in written form • Creation of student-based projects • Create a map of thirteen colonies. • Distinguish the colonies and the products that came from there and why. • Journal entry from the point of view of a colonial child/teenager and utilize research techniques. 	<p>Students will engage in various activities that include:</p> <ul style="list-style-type: none"> • Group discussions • Oral presentations • The creation and analyzing of maps • Presentation of findings and conclusions in written form • Creation of student-based projects • Create a modern interpretation of the Declaration of Independence • Create own Declaration of Independence • Create a museum exhibit about the Revolutionary War 	<p>Students will engage in various activities that include:</p> <ul style="list-style-type: none"> • Group discussions • Oral presentations • The creation and analyzing of maps • Presentation of findings and conclusions in written form • Creation of student-based projects • Examine the Constitution of the United States and describe reasons why the Constitution has been able to endure. • Define and critique the three branches of government. • Compare and contrast the three branches of government and evaluate their significance to the system of checks and balances. • Evaluate the Bill of Rights and

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			<p>argue its relevance for America today.</p> <ul style="list-style-type: none"> ● Appraise the value of a checks and balances the system as it pertains to state and local powers. ● Predict the outcome of a government lacking a checks and balances system. ● Compare and contrast the federal, state, and local powers. ● Debate about a relevant issue with the focus on argumentation based on relevant reasoned judgement or facts. ● Have students practice quoting and paraphrasing text in class. ● Have students choose the amendment that means the most to them and why.
<p>OTHER EVIDENCE: <i>(Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, benchmark assessments, etc.) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i></p>	<ul style="list-style-type: none"> ● Quizzes ● Tests ● Homework ● Classwork ● Group/individual projects ● Notebook checks ● Teacher Observations ● Quarterly Benchmark Assessment ● Exit tickets ● Rubrics ● Think, pair, share ● Primary source analysis rubric 	<ul style="list-style-type: none"> ● Quizzes ● Tests ● Homework ● Classwork ● Group/individual projects ● Notebook checks ● Teacher Observations ● Quarterly Benchmark Assessment ● Exit tickets ● Rubrics ● Think, pair, share ● Primary source analysis rubric 	<ul style="list-style-type: none"> ● Quizzes ● Tests ● Homework ● Classwork ● Group/individual projects ● Notebook checks ● Teacher Observations ● Quarterly Benchmark Assessment ● Exit tickets ● Rubrics ● Think, pair, share ● Primary source analysis rubric
<p>RESOURCES:</p>	<ul style="list-style-type: none"> ● <i>American Civics- The American Journey</i> (McGraw Hill) Textbook ● Supplemental resources ● U.S government websites (Library of Congress) ● Internet 	<ul style="list-style-type: none"> ● <i>American Civics- The American Journey</i> (McGraw Hill) Textbook ● Supplemental resources ● U.S government websites (Library of Congress) ● Internet 	<ul style="list-style-type: none"> ● <i>American Civics- The American Journey</i> (McGraw Hill) Textbook ● Supplemental resources ● U.S government websites (Library of Congress) ● Internet ● Classroom text series

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	<ul style="list-style-type: none"> • Classroom text series • Primary sources • Chromebooks • LCD Projectors • Multimedia presentations • Tiered worksheets • www.icivics.com • Bill of Rights Institute • National Archives • https://rewordify.com/index.php • newsela.com • Ducksters.com • IXL.com • Edpuzzle.com • DBQ Project Online • You Tube • Info Please Almanac • Kahoot/Quizizz • CNN-10 • Landofthebrave.info 	<ul style="list-style-type: none"> • Classroom text series • Primary sources • Chromebooks • LCD Projectors • Multimedia presentations • Tiered worksheets • www.icivics.com • Bill of Rights Institute • National Archives • https://rewordify.com/index.php • newsela.com • Ducksters.com • IXL.com • Edpuzzle.com • DBQ Project Online • You Tube • Info Please Almanac • Kahoot/Quizizz • CNN-10 • Landofthebrave.info 	<ul style="list-style-type: none"> • Primary sources • Chromebooks • LCD Projectors • Multimedia presentations • Tiered worksheets • www.icivics.com • Bill of Rights Institute • National Archives • https://rewordify.com/index.php • newsela.com • Ducksters.com • IXL.com • Edpuzzle.com • DBQ Project Online • You Tube • Info Please Almanac • Kahoot/Quizizz • CNN-10 • Landofthebrave.info
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STAGE 3: LEARNING PLAN

*What learning experiences and instruction will enable students to achieve the desired results? Utilize the **WHERE TO*** acronym to consider key design elements.*

SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	<ul style="list-style-type: none"> • Powerpoint activities • Re-creation of major events through written and storyboard format • Creation of charts and graphs depicting changes in colonization • Thirteen colonies geographical location and characteristics • Industry related to 13 colonies • Examine colonial settlement and the development of three distinct groups of colonies. • Identify characteristics of each group of colonies. 	<ul style="list-style-type: none"> • Powerpoint activities • Re-creation of major events through written and storyboard format • Declaration of Independence • Boston Tea Party • Boston Massacre • Revolutionary War • Signing of the Declaration of Independence • Background and economic status of the founding fathers • Role of slavery in the creation of the nation (in 	<ul style="list-style-type: none"> • Powerpoint activities • Re-creation of major events through written and storyboard format • Three branches of government • Checks and balances • Bill of Rights • Powers and breakdown of government • Examine the constitution as an enduring document that can be revised. • Examine how the Constitution outlines the three branches of government: the Executive
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	<ul style="list-style-type: none"> Effectively examine and explain the impact of trade and religion on the development of three groups of colonies and the establishment of government. 	<p>alignment with the Amistad commission)</p> <ul style="list-style-type: none"> Analyze and examine the change in relations with Great Britain. Identify critical points established in the Declaration of Independence. Analyze the events of the American Revolution. Examine the Constitution and establishment of government. 	<p>Branch, the Judicial Branch, and the Legislative Branch.</p> <ul style="list-style-type: none"> Engage in discussion that the framers of the Constitution set up a “checks and balances” system within the Constitution that prevents one group or person from having too much power. Examine the Bill of Rights and how it makes up the first ten amendments of the Constitution and creates a framework for our democratic system. Examine how certain powers are granted exclusively to the states, while others are shared with the national government. Examine powers, including school policies, marriage laws, and voting regulations that are designated to the state and local levels.
<p>CROSS-CURRICULAR/ DIFFERENTIATION: <i>(What cross-curricular (e.g., writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skills) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)</i></p>	<p><u>Cross-Curricular Connections:</u> Mathematics 7.SP.B.4</p> <ul style="list-style-type: none"> Creation of charts and graphs Statistical analysis <p>English Language Arts W.7.2.B, W.7.7</p> <ul style="list-style-type: none"> Journal entry Informative writing response <p><u>Differentiation:</u> <u>General:</u></p> <ul style="list-style-type: none"> Grouping Discussions Graphic Organizers Project-based Learning Anchor Activities 	<p><u>Cross-Curricular Connections:</u> Science MS-ESS2-5, MS-ESS3-5</p> <ul style="list-style-type: none"> Weather patterns, climate, types of soil experiment <p>English Language Arts W.7.2.B, W.7.7</p> <ul style="list-style-type: none"> Creative writing about Thomas Jefferson’s viewpoint during the creation of the Declaration of Independence Life & Career Study Creative & Innovation Critical Thinking & Problem Solving Communication & 	<p><u>Cross-Curricular Connections:</u> Mathematics 7.SP.B.4</p> <ul style="list-style-type: none"> Analysis of charts and graphs <p>English Language Arts W.7.2.B, W.7.7</p> <ul style="list-style-type: none"> Informational writing and reading about branches of government. Life & Career Study Creative & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information,

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	<p><u>Special Education--</u> <u>Students with IEP/504 Plan:</u></p> <ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP/504 plan • Modified or reduced assignments • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources • Assign a peer tutor to help keep students on task • Increase one to one time • Provide modified vocabulary list • Provide prelabeled graphic organizers • Provide shortened reading • Preview vocabulary • Provide whiteboard map of the 13 colonies for mapping <p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Utilize google translate • Provide limited vocabulary list of terms relevant to the colonial era (e.g. Puritan) • Allow a bilingual dictionary 	<p>Collaboration</p> <ul style="list-style-type: none"> • Media Literacy • Information Literacy • Information, Communication & Technology <p>Differentiation: <u>General:</u></p> <ul style="list-style-type: none"> • Grouping • Discussions • Graphic Organizers • Project-based Learning • Anchor Activities <p><u>Special Education--</u> <u>Students with IEP/504 Plan:</u></p> <ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP/504 plan • Modified or reduced assignments • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources • Assign a peer tutor to help keep students on task • Increase one to one time • Provide modified vocabulary list for the American Revolution • Provide prelabeled graphic organizers • Provide shortened reading • Preview vocabulary 	<p>Communication & Technology</p> <p>Differentiation: <u>General:</u></p> <ul style="list-style-type: none"> • Grouping • Discussions • Graphic Organizers • Project-based Learning • Anchor Activities <p><u>Special Education--</u> <u>Students with IEP/504 Plan:</u></p> <ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP/504 plan • Modified or reduced assignments • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources • Assign a peer tutor to help keep students on task • Increase one to one time • Provide modified vocabulary list • Provide prelabeled graphic organizers (e.g. the structure of the Constitution) • Provide shortened reading • Preview vocabulary <p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources
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	<ul style="list-style-type: none"> Limit content objectives and expectations <p><u>Gifted and Talented Students:</u></p> <ul style="list-style-type: none"> Enrichment Activities that are unit specific Literacy assignments Models/projects Create a blog about the unit experience Choice board. Process should be modified: higher order thinking skills, open-ended thinking, discovery Expand students' time for free reading Utilize debate and Socratic method Allow students to propose alternative ways to assess their learning concerning the colonial period <p><u>At-Risk Students:</u></p> <ul style="list-style-type: none"> Tiered Interventions following RTI framework Engage students with contemporary connections (e.g., <i>Hamilton</i>) RTI Intervention Bank Foundations Double-Dose (Tier II) LLI (Tier III) FFI Skill Report: DRA Online enVision intervention supports NJDOE resources Provide study guides and graphic organizers Teach essential skills and strategies 	<p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> Strategy groups Teacher conferences Graphic organizers Modification plan NJDOE resources Utilize google translate Provide limited vocabulary list of key terms (e.g. "Redcoat") Allow a bilingual dictionary Limit content objectives and expectations <p><u>Gifted and Talented Students:</u></p> <ul style="list-style-type: none"> Enrichment Activities that are unit specific Literacy assignments Models/projects Create a blog about the unit experience / from the perspective of different participants in the American Revolution Choice board. Process should be modified: higher order thinking skills, open-ended thinking, discovery Expand students' time for free reading Utilize debate and Socratic method <p><u>At-Risk Students:</u></p> <ul style="list-style-type: none"> Tiered Interventions following RTI framework Engage students with contemporary connections (e.g., <i>Hamilton</i>, <i>The Patriot</i>) RTI Intervention Bank 	<ul style="list-style-type: none"> Utilize google translate Provide limited vocabulary list Allow a bilingual dictionary Limit content objectives and expectations Use bilingual edition for portions of the Constitution <p><u>Gifted and Talented Students:</u></p> <ul style="list-style-type: none"> Enrichment Activities that are unit specific (e.g., independent exploration of current issues in Constitutional law) Literacy assignments Models/projects Create a blog about the unit experience Choice board. Process should be modified: higher order thinking skills, open-ended thinking, discovery Expand students' time for free reading Utilize debate and Socratic method <p><u>At-Risk Students:</u></p> <ul style="list-style-type: none"> Tiered Interventions following RTI framework RTI Intervention Bank Foundations Double-Dose (Tier II) LLI (Tier III) FFI Skill Report: DRA Online enVision intervention supports NJDOE resources Provide study guides and graphic organizers Teach essential skills and strategies Use effort and achievement
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	<ul style="list-style-type: none"> Use effort and achievement rubrics 	<ul style="list-style-type: none"> Foundations Double-Dose (Tier II) LLI (Tier III) FFI Skill Report: DRA Online enVision intervention supports NJDOE resources Provide study guides and graphic organizers Teach essential skills and strategies Use effort and achievement rubrics 	<ul style="list-style-type: none"> Rubrics Engage students with contemporary connections (e.g., a current issue facing the Supreme Court)
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***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

UNIT #: Unit Title	Unit 4: <i>The Foundations of Government</i>	Unit 5: <i>Citizenship and Government in Our Lives</i>	Unit 6: <i>History and Contributions of LGBT and Disabled Americans</i>
Number of Days	40 days	40 days	10 Days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: (NJSLs)	Social Studies 6.1.8.A.3.a-d 6.1.8.D.3.g	Social Studies 6.1.8.B.5.a 6.1.8.C.5.a	Social Studies 6.1.8.A.1.a-6.1.8.D.5d

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	6.1.8.A.5.a-b 6.1.8.B.5.a 6.1.8.C.5.a English Language Arts RH.6-8.1-10 WHST.6-8.1-2 WHST.6-8.4-10 Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.1.8.CP.1 9.1.8.CR.4	6.3.8.A.1 6.3.8.A.2 6.3.8.A.3 6.3.8.B.1 6.3.8.C.1 6.3.8.D.1 English Language Arts RH.6-8.1-10 WHST.6-8.1-2 WHST.6-8.4-10 Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.1.8.CP.1 9.1.8.EG.1 9.1.8.EG.2 9.1.8.EG.3 9.1.8.EG.4 9.1.8.EG.5 9.1.8.EG.9	English Language Arts RH.6-8.1-10 WHST.6-8.1-2 WHST.6-8.4-10 Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.1.8.EG.8 9.1.8.CR.1
ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	<ul style="list-style-type: none"> Governments are divided into either democratic and non-democratic types. The Declaration of Independence not only serves as a document stating America's desire to break away from Britain but as a lasting symbol of freedom for all Americans. Constant struggles to achieve democracy have existed throughout the world and history. 	<ul style="list-style-type: none"> Effective democracy is based upon citizen involvement and an awareness of the government in their daily lives. The United States government provides a framework of services and laws for the American people. American citizens have certain rights, privileges, and responsibilities. Immigrants have brought their unique cultures to the United States, and their way 	<ul style="list-style-type: none"> Contributions of LGTB Americans have been present throughout America's history and establishment Contributions of LGTB Americans helped shape the history and culture of America Contributions of disabled Americans have been present throughout America's history and establishment Contributions of disabled Americans helped shape the history and culture of America

	<ul style="list-style-type: none"> • The Articles of Confederation created a weak government that needed to be changed. • The Constitution is the law of the land. 	<p>life is constantly mixing with and influencing the culture of America.</p> <ul style="list-style-type: none"> • The terms “needs” and “wants” • It is important to determine and utilize criteria to make budgeting decisions and prioritize household expenses • The term “opportunity cost” and provide real world examples of spending plan trade-offs. • You can make price comparisons based on unit rate. • Unit price is the best way to make smart spending decisions. • Different types of taxes in the U.S. • What the money collected from taxes is used for. • The difference between tax credits and tax deductions to case study scenarios. 	<ul style="list-style-type: none"> • LGTB and disabled Americans have experienced injustice throughout history
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	<ul style="list-style-type: none"> • What are the characteristics of a successful government? • What impact, if any, might the Declaration of Independence continue to have on people? • What prompts political change? • How did the weaknesses of the Articles of Confederation lead to the Constitution? • What kind of government does the Constitution establish? 	<ul style="list-style-type: none"> • What is citizenship? • What are the ways that citizens can get involved in the political process? • What is the purpose of government? • How are citizens impacted by the government on a daily basis? • What are the responsibilities of being an American citizen? • What are the core values of American democracy? 	<ul style="list-style-type: none"> • Why do we acknowledge and celebrate the contributions of all Americans? • How is American history inclusive of LGTB history? • How is American history inclusive of disabled Americans? • What has been the impact of injustices served to LGTB and disabled Americans?

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		<ul style="list-style-type: none"> • How do you distinguish between the terms “needs” and “wants” with real world examples? • How do you track personal expenses and develop a personal spending plan/budget using an online calculator? • Why is it important to be able to demonstrate an understanding of average U.S. household expenses and the cost of local goods and services (e.g., rent, transportation, utilities, etc.)? • How do you calculate unit rates in the context of unit price? • What is the difference between a progressive and regressive tax structure? • What are federal income tax brackets and marginal tax rates? • What is the difference between tax avoidance and tax evasion and legal ways to reduce income taxes? 	
<p style="text-align: center;">STAGE 2: ASSESSMENT EVIDENCE</p> <p style="text-align: center;"><i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the State Standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i></p>			
PERFORMANCE TASKS:	Students will engage in various activities that include: <ul style="list-style-type: none"> • Group discussions • Oral presentations 	Students will engage in various activities that include: <ul style="list-style-type: none"> • Group discussions • Oral presentations 	Students will engage in various activities that include: <ul style="list-style-type: none"> • Group discussions • Oral presentations

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<p><i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i></p> <p><i>(By what criteria will performances of understanding be judged?)</i></p>	<ul style="list-style-type: none"> • The creation and analyzing of maps • Presentation of findings and conclusions in written form • Creation of student-based projects • Identify and critique the different forms of democratic and non-democratic governments. • Compare and contrast the various forms of democratic and non-democratic governments. • Examine the different roles and purposes of government. • Extract the ideals of self-rule and the protection of human rights as written in the Declaration of Independence. • Apply knowledge of democratic and nondemocratic governments in current issues. • Have students create a timeline of the events that helped shape the formation of America. They should write in an informative/explanatory style on the timeline. 	<ul style="list-style-type: none"> • The creation and analyzing of maps • Presentation of findings and conclusions in written form • Creation of student-based projects • Identify similarities among the characteristics of good citizens and exemplify them in their daily lives. • Examine how the actions of the government affect the lives of its citizens. • Analyse equality, liberty, and justice and why they are important to the U.S. • Trace the pathway to citizenship (natural born and naturalized) • Define the census and discuss why the census is important. • Have students write in journals about ways they contributed or could contribute to their community in positive ways (citizenship and responsibility) • Students will engage in mock voting to see the difference between responsibility and duty. • Develop a personal budget using the online High School Student Budget Worksheet website. • Conduct a Web Quest to learn about average American household budgets and the local cost of expenses that are found in household budgets (e.g., rent, transportation, utilities, etc.) 	<ul style="list-style-type: none"> • Examine how the actions of the government affect the lives of its citizens. • Analyse equality, liberty, and justice and why they are important to the U.S. • Examine and analyze the contributions of LGTB and disabled Americans • Trace the history of LGB and disabled Americans • Examine and analyze major historical events and the role of LGB and disabled Americans in those events • Have students create a digital timeline of the major events in LGTB history and how inclusion has progressed • Have students create a project that highlights the contributions and life of well-known LGTB and disabled Americans
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		<ul style="list-style-type: none"> • Conduct a Web Quest to learn what the money collected from taxes in the U.S. is used for. • Complete a Tax Table Analysis Activity worksheet with questions about federal marginal tax brackets. • Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. 	
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	<ul style="list-style-type: none"> • Quizzes • Tests • Homework • Classwork • Group/individual projects • Notebook checks • Teacher Observations • Quarterly Benchmark Assessment • Exit tickets • Rubrics • Think, pair, share • Primary source analysis rubric 	<ul style="list-style-type: none"> • Quizzes • Tests • Homework • Classwork • Group/individual projects • Notebook checks • Teacher Observations • Quarterly Benchmark Assessment • Exit tickets • Rubrics • Think, pair, share • Primary source analysis rubric 	<ul style="list-style-type: none"> • Quizzes • Tests • Homework • Classwork • Group/individual projects • Notebook checks • Teacher Observations • Quarterly Benchmark Assessment • Exit tickets • Rubrics • Think, pair, share • Primary source analysis rubric
RESOURCES:	<ul style="list-style-type: none"> • <i>American Civics- The American Journey</i> (McGraw Hill) Textbook • Supplemental resources • U.S government websites (Library of Congress) • Internet • Classroom text series • Primary sources • Chromebooks • LCD Projectors • Multimedia presentations • Tiered worksheets 	<ul style="list-style-type: none"> • <i>American Civics- The American Journey</i> (McGraw Hill) Textbook • Supplemental resources • U.S government websites (Library of Congress) • Internet • Classroom text series • Primary sources • Chromebooks • LCD Projectors • Multimedia presentations • Tiered worksheets 	<ul style="list-style-type: none"> • <i>American Civics- The American Journey</i> (McGraw Hill) Textbook • Supplemental resources • U.S government websites (Library of Congress) • Internet • Classroom text series • Primary sources • Chromebooks • LCD Projectors • Multimedia presentations • Tiered worksheets

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	<ul style="list-style-type: none"> • www.icivics.com • Bill of Rights Institute • National Archives • https://rewordify.com/index.php • newsela.com • Ducksters.com • IXL.com • Edpuzzle.com • DBQ Project Online • You Tube • Info Please Almanac • Kahoot/Quizizz • CNN-10 • Landofthebrave.info 	<ul style="list-style-type: none"> • www.icivics.com • Bill of Rights Institute • National Archives • https://rewordify.com/index.php • newsela.com • Ducksters.com • IXL.com • Edpuzzle.com • DBQ Project Online • You Tube • Info Please Almanac • Kahoot/Quizizz • CNN-10 • Landofthebrave.info 	<ul style="list-style-type: none"> • National Archives • https://rewordify.com/index.php • newsela.com • Ducksters.com • IXL.com • Edpuzzle.com • DBQ Project Online • You Tube • Info Please Almanac • Kahoot/Quizizz • CNN-10 • Landofthebrave.info •
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STAGE 3: LEARNING PLAN

*What learning experiences and instruction will enable students to achieve the desired results? Utilize the **WHERE TO*** acronym to consider key design elements.*

SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	<ul style="list-style-type: none"> • Partake in Powerpoint activities. • Recreate major events through written and storyboard format. • Create charts and graphs depicting changes in exploration. • Take a stand and present on specific issues through oral and written presentations (e.g. “Are you for or against western development?”). • Understand democratic and nondemocratic governments • Understand the role and purpose of government. • Understand the deals of self-rule and the protection of human rights from the Declaration of Independence. 	<ul style="list-style-type: none"> • Partake in Powerpoint activities. • Recreate major events through written and storyboard format. • Create charts and graphs depicting changes in exploration. • Take a stand and present on specific issues through oral and written presentations (e.g. “Are you for or against slavery?”). • Understand and apply the term citizenship. • Understand the elements of government. • Understand and apply the meanings of equality, liberty, and justice. • Understand the pathway to citizenship. 	<ul style="list-style-type: none"> • Partake in Powerpoint activities. • Recreate major events through written and storyboard format that shows inclusiveness of LGTB and disabled Americans. • Create charts and graphs depicting the roles and contributions of LGTB and disabled Americans. • Understand and apply the meanings of equality, liberty, and justice for all peoples regardless of ability, race, religion, and sexuality.. • Understand the contributions of all peoples regardless of ability, race, religion, and sexuality. • Examine how well the government meets the needs of all people and respects the rights of all citizens.
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	<ul style="list-style-type: none"> • Understand the breakdown and set-up of the branches of government. • Understand the rights guaranteed by the Constitution and the Bill of Rights. • Examine non-democratic governments including monarchies, dictatorships, and theocracies. • Examine democratic governments including both direct and representative democracies. • Examine how not only the Declaration of Independence expresses America's desire of self-rule and protection of human rights, but it also serves as a symbol of our freedom. • Examine the impact of Enlightenment philosophy on the writing of the Declaration of Independence. • Examine the struggles of democracy that continue to occur around the world. • Examine and critique the Articles of Confederation. • Examine and evaluate the Constitution of the United States. 	<ul style="list-style-type: none"> • Understand census. • Understand mock elections. • Partake in a community service project. • Design a Utopia project. • Examine the government agencies and how they impact the lives of citizens in multiple ways, including administering law, providing services, and insuring freedoms. • Examine how being an effective citizen requires voting, expressing opinions, respecting divergent thinking, and being informed on key issues. • Examine how unconscious bias functions and how it is detrimental to the democratic process. • Examine the purpose of the United States government and how it helps people cooperate, provide services, provide laws, and guarantee freedoms. • Examine how a good government meets the needs of the people and respects the rights of its citizens. The actions of the government affect citizens directly and indirectly. • Examine how a person becomes a U.S. citizen by birth or through the naturalization process. • Examine how citizenship requires responsibilities such as compulsory education, payments of taxes, voting and adherence of community rules. 	<ul style="list-style-type: none"> • Examine how the actions of the government affect citizens directly and indirectly.
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		<ul style="list-style-type: none"> • Examine how a good government meets the needs of the people and respects the rights of its citizens. The actions of the government affect citizens directly and indirectly. • Involve themselves in community activities. • Participate in the Needs Versus Wants: Vote With Your Feet activity and answer debriefing questions. (https://www.youtube.com/watch?v=fUtmoRThaC8) • Have students, individually or in small groups, complete the <i>If My Life Started Today Web Quest</i> activity: http://mathninja.org/wp-content/uploads/2013/05/If-My-Life-Started-Today-Webquest.htm. • <u>Which Is the Better Buy?</u> quiz allowing students to practice Unit Price calculations with real world examples. • View and debrief a YouTube video, Tax Avoidance vs. Tax Evasion, and conduct a Web Quest to learn about the stories of famous tax evaders in U.S. history and the punishment that they received. • View and debrief a YouTube video, Tax Deductions vs. Tax Credits and complete the Tax Deduction and Tax Credit Case Studies worksheet. 	
CROSS-CURRICULAR / DIFFERENTIATION:	<u>Cross-Curricular Connections:</u>	<u>Cross-Curricular Connections:</u>	<u>Cross-Curricular Connections:</u>

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<p><i>(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skills) learning activities are included in this unit that will help achieve the desired results?)</i></p> <p><i>(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)</i></p>	<p>English Language Arts RI.7.7, W.7.3.B, W.7.7</p> <ul style="list-style-type: none"> • Create a school constitution. • Create a student Bill of Rights. • Critically analyze historical text. <p>Science MS-ESS3-5</p> <ul style="list-style-type: none"> • Ask questions to clarify evidence of the factors that have caused climate change over the past century. <ul style="list-style-type: none"> • Life & Career Study • Creative & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology <p>Differentiation: <u>General:</u></p> <ul style="list-style-type: none"> • Grouping • Discussions • Graphic Organizers • Project-based Learning • Anchor Activities <p><u>Special Education--</u> <u>Students with IEP/504 Plan:</u></p> <ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP/504 plan • Modified or reduced assignments 	<p>English Language Arts W.7.1.B, W.7.7</p> <ul style="list-style-type: none"> • Write persuasive letters to members of Congress, Senate, and local officials. • Creation of a utopia with the government and citizenship standards. <p>Science MS-ESS3-5</p> <ul style="list-style-type: none"> • Ask questions to clarify evidence of the factors that have caused climate change over the past century. <ul style="list-style-type: none"> • Life & Career Study • Creative & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology <p>Differentiation: <u>General:</u></p> <ul style="list-style-type: none"> • Grouping • Discussions • Graphic Organizers • Project-based Learning • Anchor Activities <p><u>Special Education--</u> <u>Students with IEP/504 Plan:</u></p> <ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP/504 plan 	<p>English Language Arts RI.7.7, W.7.3.B, W.7.7</p> <ul style="list-style-type: none"> • Create a list of students rights that is inclusive of all students regardless of race, religion, sexual orientation, gender, and ability. • Critically analyze historical text. <ul style="list-style-type: none"> • Life & Career Study • Creative & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology <p>Differentiation: <u>General:</u></p> <ul style="list-style-type: none"> • Grouping • Discussions • Graphic Organizers • Project-based Learning • Anchor Activities <p><u>Special Education--</u> <u>Students with IEP/504 Plan:</u></p> <ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP/504 plan • Modified or reduced assignments • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks
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	<ul style="list-style-type: none"> Working contract between you and student at risk Prioritize tasks Think in concrete terms and provide hands on tasks Anticipate where needs will be Break tests down in smaller increments NJDOE resources Assign a peer tutor to help keep students on task Increase one to one time Provide modified vocabulary list Provide prelabeled graphic organizers (e.g. comparing federalism to other forms of government) Provide shortened reading Preview vocabulary <p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> Strategy groups Teacher conferences Graphic organizers Modification plan NJDOE resources Utilize google translate Provide limited vocabulary list (E.g. federal, democracy, etc.) Allow a bilingual dictionary Limit content objectives and expectations <p><u>Gifted and Talented Students:</u></p> <ul style="list-style-type: none"> Enrichment Activities that are unit specific (creating rules for an alternative form of government) Literacy assignments Models/projects 	<ul style="list-style-type: none"> Modified or reduced assignments Working contract between you and student at risk Prioritize tasks Think in concrete terms and provide hands on tasks Anticipate where needs will be Break tests down in smaller increments NJDOE resources Assign a peer tutor to help keep students on task Increase one to one time Provide modified vocabulary list Provide prelabeled graphic organizers Provide graphical representations of content (e.g., diagram of voting system) Provide shortened reading Preview vocabulary <p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> Strategy groups Teacher conferences Graphic organizers Modification plan NJDOE resources Utilize google translate Provide limited vocabulary list (e.g., income tax) Allow a bilingual dictionary Limit content objectives and expectations <p><u>Gifted and Talented Students:</u></p> <ul style="list-style-type: none"> Enrichment Activities that are unit specific (e.g. mock political campaign) 	<ul style="list-style-type: none"> Anticipate where needs will be Break tests down in smaller increments NJDOE resources Assign a peer tutor to help keep students on task Increase one to one time Provide modified vocabulary list Provide prelabeled graphic organizers Provide shortened reading Preview vocabulary (E.g., LGBTQ+) <p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> Strategy groups Teacher conferences Graphic organizers Modification plan NJDOE resources Utilize google translate Provide limited vocabulary list Allow a bilingual dictionary Limit content objectives and expectations Allow students to contribute experiences and figures from their own countries / cultures of origin <p><u>Gifted and Talented Students:</u></p> <ul style="list-style-type: none"> Engage students in independent research on additional figures Enrichment Activities that are unit specific Literacy assignments Models/projects Create a blog about the unit experience Choice board. Process should be modified: higher order thinking
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	<ul style="list-style-type: none"> • Create a blog about the unit experience • Choice board. Process should be modified: higher order thinking skills, open-ended thinking, discovery • Expand students' time for free reading • Utilize debate and Socratic method <p><u>At-Risk Students:</u></p> <ul style="list-style-type: none"> • Tiered Interventions following RTI framework • RTI Intervention Bank • Foundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA Online • enVision intervention supports • NJDOE resources • Provide study guides and graphic organizers • Teach essential skills and strategies • Use effort and achievement Rubrics • Use examples of other forms of government in the world today 	<ul style="list-style-type: none"> • Literacy assignments • Models/projects • Create a blog about the unit experience • Choice board. Process should be modified: higher order thinking skills, open-ended thinking, discovery • Expand students' time for free reading • Utilize debate and Socratic method <p><u>At-Risk Students:</u></p> <ul style="list-style-type: none"> • Tiered Interventions following RTI framework • RTI Intervention Bank • Foundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA Online • enVision intervention supports • NJDOE resources • Provide study guides and graphic organizers • Teach essential skills and strategies • Use effort and achievement Rubrics • Allow students to engage in service projects relevant to their own communities 	<p>skills, open-ended thinking, discovery</p> <ul style="list-style-type: none"> • Expand students' time for free reading • Utilize debate and Socratic method <p><u>At-Risk Students:</u></p> <ul style="list-style-type: none"> • Tiered Interventions following RTI framework • RTI Intervention Bank • Foundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA Online • enVision intervention supports • NJDOE resources • Provide study guides and graphic organizers • Teach essential skills and strategies • Use effort and achievement Rubrics • Provide students with connections to current stories in the news concerning the LGBTQ+ population and disabled persons
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***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

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E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.