

1- Foundational Ideas: Government Philosophy + Theory

Content Area: **Social Studies**
Course(s): **Social Studies 7 - Civics**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

The United States of America is unique among nations in that it was founded upon an idea. What unites us as Americans is our shared commitment to those ideas and ideals. Any analysis of the structure of American government requires that students first understand the foundational concepts that are the rationale for a constitutional democracy. This unit will ask students to explore the key concepts and principles upon which government of the United States was established. Students will explore the ideals expressed in the Declaration of Independence, providing the background for the next unit's study of how the Declaration inspired generations of Americans to more fully realize its core concepts of liberty, equality, and justice. The unit concludes with an examination of the Bill of Rights and the amendment process as students come to understand that the Constitution is a living document and American democracy is an ongoing experiment requiring their active participation.

Essential Questions:

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

Enduring Understandings:

1. Every human being is entitled to certain "natural rights"; John Locke defined these as "life, liberty and property".
2. The Declaration of Independence is based on the concept of human/natural rights; the concept of natural or human rights arises from basic common religious or philosophical concepts about the dignity of each human being.
3. 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

Standards/Indicators/Student Learning Objectives (SLOs):

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

Lesson Titles:

- State of Nature
- Why Do We Need Government? (Locke + Hobbes)
- Social Contract
- The Common Good + Civic Virtue

Career Readiness, Life Literacies, & Key Skills:

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.

Inter-Disciplinary Connections:

LA.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.
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded

LA.RH.6-8.10	language, inclusion or avoidance of particular facts).
TECH.8.1.8.D.4	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
TECH.8.1.8.E.1	Assess the credibility and accuracy of digital content.
	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Equity Considerations

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying

- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Summative Assessment:

- Alternative Assessment
- Benchmark

Benchmark

- Skills-based assessment

- Reading responses
- Writing responses

Alternative Assessment

- Performance tasks
- Project-based assignments
- Problem-based assignments
- Presentations
- Reflective pieces
- Concept maps
- Case-based scenarios
- Portfolios

Resources & Materials:

- Textbook "The American Journey"
- Scholastic's Guide to Civics: "How American Works" book
- Achieve 3000
- YouTube
- EdPuzzle
- Quizlet (*vocabulary*)
- iCivics: Why Government? Hobbes + Locke Philosophy Lesson
- NJ Center for Civic Education: Why Do We Need A Government?
- iCivics: John Locke and the Social Contract mini-lesson
- NJ Center for Civic Education: What is the "common good"?
- NJ Center for Civic Education: What are natural/human rights?
- Bill of Rights Institute: Declaration of Independence and Understanding Rights lesson

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Community Agreements
- Introduction to Civics (**Blooms: Remembering, Understanding, Applying, Analyzing, Creating**) and most used vocabulary (liberty, freedom, justice, equality, etc.)
 - Students will sculpt, draw, or digitally create an image that best describes the term and also develop a definition
- What would life be like in a state of nature? Why do we need government? (**Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating**)
 - Conclude: We need government, authority, and protection...
 - To protect weak from strong
 - To protect individual rights

- To provide order and safety
- To settle arguments
- To ensure that benefits/burdens are fairly shared
- Theory + Philosophy; Locke + Hobbes (**Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating**)
 - Social Contract
 - Good vs. Evil
 - What is the common good? How can we make choices that promote the common good?
 - Civic Virtue

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction

- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts

- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Computer Science and Design Thinking Standards

CS.6-8.8.2.8.ITH.2

Compare how technologies have influenced society over time.