Unit 1: Foundational Concepts and Principles

Content Area: **Social Studies**
Course(s): **Social Studies 7**
Time Period: **Marking Period 1**
Length: **22 Blocks**
Status: **Published**

Core Instructional & Supplemental Materials including various levels of Texts

iCivics

Junior Scholastic

Teaching History

Topic - Unit Description

This unit will adress the natural rights of man, authority, democratic means of conflict resolution, the common good, the virtues of civics, American ideals, and the election process.

Alignment to Core Content Standards

6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
	Governments have different structures which impact development (expansion) and civic participation.
6.3.8.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.
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.
	Economics, Innovation, and Technology: Economic Ways of Thinking
	Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.

Enduring Understandings

EU1: Locke and other natural rights philosophers said that the purpose of government is to protect natural rights. Thomas Jefferson agreed and in the Declaration of Independence argued that the protection of rights is the main purpose of government.

EU2: Legitimacy of political authority exists in the eyes of it's citizens.

EU3: Conflicts can be peacefully resolved through diplomacy.

EU4: The common good refers to what is beneficial for all or most members of a given society and therefore citizens enter into the social contract with their government to protect members of it's society.

EU5: Civic virtue describes the character of a good citizen. The Founders designed the American republic with those qualities in mind and believed they were essential to upholding it.

EU6: The American Dream is a national ethos of the United States, the set of ideals (democracy, rights, liberty, opportunity and equality) in which freedom includes the opportunity for prosperity and success, as well as an upward social mobility for the family and children, achieved through hard work in a society with few barriers.

EU7: Another responsibility of citizens is voting. The law does not require citizens to vote, but voting is a very important part of any democracy. By voting, citizens are participating in the democratic process. Citizens vote for leaders to represent them and their ideas, and the leaders support the citizens' interests.

Essential Questions

Essential Question(s)	Unit	Inquiry Questions	Supporting Questions
How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?	Natural Rights	How can natural rights best be protected?	• What would life be like in a state of nature? • What are natural rights? • How do natural rights represent the dignity of each human being?
	Authority	Why do we need government? What makes authority legitimate?	• Why is government necessary to balance absolute freedom versus security and order? • How does government protect individual rights while maintaining order? • What is the difference between authority and power? • What forms can government take? • What are the advantages and disadvantages of each? • Why is the rule of law important? • What is the government's role on taxation,

			employment laws, employment, education, circulation of money, inflation, currency rates and consumer fraud?
	Democratic means of conflict resolution	How can conflicts be resolved peacefully?	• What are the sources of conflict? • How are conflicts between individuals resolved? • How are conflicts between countries resolved? • When is compromise necessary? • How can conflicts be resolved peacefully in a democratic society? • Why is respect for diverse perspectives a crucial component of civil discourse? • What strategies can help us better incorporate multiple perspectives into civil conversations?
	Common good and civic virtue	How does the idea of the "common good" give rise to the social contract? Why is "civic virtue" necessary for a democracy to survive?	• What classical ideals about the need for civic virtue did the Founders adopt? • What is the "common good"? • How does the "social contract" balance the need for social order and individual liberty? • How does the social contract limit individual freedom for the common good?
	American Ideals	What are American Ideals?	• Where in our founding documents do find American Ideals listed? • What does "consent of the governed" mean and we do we find this concept in our founding documents? • What do we mean by "equality" and where do we find this concept in our founding documents? • What is fairness or "justice" and where do we find this concept in our founding documents? • What is the "rule of law"? • Why was religious tolerance important?
	Elections	Why is the right to vote critical in a democratic republic?	• What are the responsibilities of elected representatives? • How can we evaluate candidates for

			positions of authority? • How can we determine the accuracy of wha we read and view? • What is the role of political parties and interest groups? • Who represents you in New Jersey and Washington, D.C.? • Why are local and state elections important

Skills, Learning Objectives & Learning Activities

Skill	Topic	Learning Objectives	Learning Activities
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.	Natural Rights of Man	• Identify the basic ideas on government from Thomas Hobbes and John Locke. • Define the terms: state of nature, natural rights, sovereign. • Trace the development of the idea of the social contract from Hobbes and Locke.	What Are Your Natural Rights? Life, Liberty & Pursuit of Happiness Activity

			Why Government?
Construct an argument as to the source of human rights and how they are best protected.	Authority	• Identify major forms of government (autocracy, monarchy, dictatorship, representative and direct democracy, oligarchy, theocracy, anarchy) • Compare and contrast the major features of different forms of government • Analyze examples of real-world governments • Analyze how taxes affect personal finance, government agencies that affect the financial industry, and consumer protection laws.	Who Rules? What is a dollar worth? Comparing pizza prices Why do taxes exist? Tic, Tac, Taxes Why do we need money?
Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	Democratic Means of Conflict Resolution	• Define foreign policy • Distinguish between isolationism and internationalism • Explain the relationship between the national interest and U.S. foreign policy • Explain the role of the three branches of government in foreign policy • Make judgments about the effectiveness of various diplomatic strategies in a variety of situations • Distinguish between aid, sanctions, and military force as foreign policy tools	Diplomacy International Influence
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.	Common Good & Civic Virtue	• Analyze the ideas behind America's founding documents • Recognize how various individuals and groups contributed to the development of the U.S. government	John Locke Mini-Lesson Thomas Hobbes

		• Identify the ideas of various Enlightenment thinkers who influenced America's founders • Big Ideas: tablua rasa/ blank slate, state of nature, natural rights (life, liberty, property), purpose of government, social contract, An Essay Concerning Human Understanding	Mini-Lesson Who Was John Locke?
Construct an argument as to the source of human rights and how they are best protected.	American Ideals	• Analyze the American fundamental beliefs & Constitutional principles • Define the rule of law • Recognize the influence of the rule of law on the development of the American legal, political, and governmental systems • Examine how the rule of law affects everyday life • Explain how the rule of law protects individual rights and preserves the common good • Analyze the necessity of establishing and enforcing the rule of law • Identify the effect of Marbury v. Madison and its relationship to the rule of law	American Core Beliefs Rule of Law Life Liberty & Property: What The Big Idea Activity
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.	Elections	• Explain the steps taken from the primary season to the election through scaffolded activities • Demonstrate the voting process in primary and class wide elections • Describe the impact of an election at the classroom level in an open response activity • Engage in a simulated democratic process	Why Local Elections Matter Mock Election

Assessments

Formative: Citizenship Pre-Test, Classroom Declaration, Natural Rights, Current Event Analysis, Election Process, Why Government IS Necessary

Summative: Student Mock Election and an analysis of the benefits of democratic government, Writing assignment on American Ideals

Benchmark: Unit 1 Test

Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.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).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

LA.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LA.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LA.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LA.RI.7.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LA.W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
LA.W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.7.2.E	Establish and maintain a formal style academic style, approach, and form.
LA.W.7.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LA.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LA.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
LA.L.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
LA.L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.
9.1.8.EG.1	Explain how taxes affect disposable income and the difference between net and gross income.
9.1.8.EG.2	Explain why various sources of income are taxed differently.
9.1.8.EG.3	Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
9.1.8.EG.4	Identify and explain the consequences of breaking federal and/or state employment or financial laws.
9.1.8.EG.5	Interpret how changing economic and societal needs influence employment trends and future education.
9.1.8.EG.6	Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
9.1.8.EG.7	Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
9.1.8.EG.8	Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
9.1.8.EG.9	Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

Holocaust & Amistad

6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
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.
	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
6.1.8.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.
	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
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.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.1.8.HistoryCC.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
6.1.8.HistoryCC.5.c	Assess the human and material costs of the Civil War in the North and South.
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.1.8.HistoryUP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.

Persons with Disabilities & LGBTQ

Persons with Disabilities & LGBTQ:

George Washington, the first preseident and founding father was a person with dyslexia.

- Do you or someone you know have dyslexia?
- If you learn that someone you know is dyslexic, what can you do to help them? Would you treat them any differently?
- How does knowing that George Washington had dyslexia influence your perception of disabilities?
- Did having dyslexia make George Washington affect his presidency or career as a military leader?
- Many other presidents and influential figures have had dyslexia, too - how does that shape your view

of dyslexia as a disability?
- How can you stand up for for others with a disabilitiy?

Resources:

George Washingington and Dyslexia

The first presidential administration in the United States

Computer Science & Design Thinking

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals *(What Are Your Natural Rights)*
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns