# Unit 2: Foundational Documents

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

Interactive Constitution

Econedlink

## Topic - Unit Description

This unit will address the historical foundations of the American Republic, Federalism, the three branches of government, the amendment process and the Bill of Rights will be analyzed.

## Alignment to Core Content Standards

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| 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.<br><br>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions. |
| 6.1.8.CivicsPD.3.a | Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.<br><br>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.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. |

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| 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. |
| 6.3.8.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.EconET.2 | Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes). |

## Enduring Understandings

EU1: The Declaration, the Constitution, and the Bill of Rights are based on the idea that all people have certain fundamental rights that governments are created to protect.

EU2: Democratic norms are in place to facilitate a peaceful, respectful, smoothly-run government.

EU3: Federalism limits government by creating two sovereign powers, the national government and state governments, thereby restraining the influence of both.

EU4: Separation of powers imposes internal limits by dividing government against itself, giving different branches separate functions and forcing them to share power.

EU5: On April 15, a group of House and Senate Democrats introduced the Judicial Act of 2021, seeking to expand the size of the U.S. Supreme Court from 9 justices to 13.

EU6: The first 10 amendments to the Constitution make up the Bill of Rights. Federalists argued that the Constitution did not need a bill of rights, because the people and the states kept any powers not given to the federal government.

## Essential Questions

| Essential Question(s) | Unit | Inquiry Questions | Supporting Questions |
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| How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? | Historical foundations of the American Republic | To what extent did the founding documents (Declaration of Independence, Constitution Bill of Rights) articulate and establish/ensure American Ideals?<br><br>To what extent does democracy depend on citizens and elected representatives and | • What led to the Declaration of Independence?<br>• What did the Founders believe about government?<br>• Why was the Declaration of Independence written?<br>• What is popular sovereignty?<br>• How did the Constitution address the problems of the Articles of Confederation?<br>• What are the norms and values that support a democratic society?<br>• What character traits did the Founders expect of their elected and appointed representatives?<br>• How does the U.S. Constitution organize |

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| | | appointed officials adhering to democratic norms? | government to prevent an abuse of authority?<br>• How do the three branches of government interact: separation of powers vs. checks and balances?<br>• How does the Constitution promote economic development? |
| | Federalism | How is federalism a key part of the structure of U.S. government? | • What is federalism?<br>• How does federalism work?<br>• What powers have been delegated to the national government and which have been retained by or shared with state governments?<br>• Why is the Supremacy Clause important?<br>• How does the U.S. Constitution balance the interests of individuals and states with the need for a strong national government? |
| | The Legislative Branch | Should the legislative branch continue to be considered “first among equal” branches? | • What are the powers, responsibilities, limits and role of the Congress?<br>• How does article I address taxation?<br>• How can we protect against abuse of authority by Congress? |
| | The Executive Branch | How can American government best ensure effective administration while protecting against abuse of power? | • What are the powers, responsibilities, limits and role of the President?<br>• How and why has the authority of the President expanded over time?<br>• How can we protect against the abuse of authority by the President? |
| | The Judicial Branch | Should the number of justices of U.S. Supreme Court be expanded? | • How does Judicial Review function?<br>• How and why has the scope of judicial review expanded over time?<br>• can we ensure that all citizens are equal before the law?<br>• How can we best protect against the abuse of power and authority? |
| | Amendment Process and Bill of Rights | Did the Constitution need a Bill of Rights? | • Was the omission of a list of protected rights a flaw in the Constitution as first adopted?<br>• What is the process for amending the U.S. Constitution? |

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| | | | • What fundamental human rights are protected in the Bill of Rights?<br>• How does the Bill of Rights ensure that fundamental human rights are protected? |

## Skills, Learning Objectives & Learning Activities

| Skill | Topic | Learning Objectives |
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| 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. | Historical foundations of the American Republic | • Identify key causes resulting in the Declarationof Independence and the Revolutionary War<br>• Describe the colonies' grievances with Britain<br>• Explain the effects of British economic and political policies on th colonies<br>• Explain social factors that influence the writing of the Declaration of Independence<br>• Analyze ideals found in the Declaration of Independence |
| 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.<br><br>Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. | Federalism | • Define federalism and explain the division of power between states and the federal government.<br>• Identify expressed, implied, reserved and concurrent powers.<br>• Explain the significance of the Supremacy Clause and the Necessar and Proper Clause.<br>• Describe the ongoing tension betwee federal and state power.<br>• Compare and contrast federal, confederal, and unitary forms of government.<br>• Identify the strengths and weaknesse |

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| | | of federalism.<br>• Explain the structure, function, and powers of the U.S. government as established in the Constitution.<br>• Identify the roles of the three branches of government.<br>• Describe the constitutional amendment process.<br>• Interpret the intentions of the Preamble of the Constitution. |
| 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. | The Legislative Branch | • Explain the structure and powers of the legislative branch of the U.S. federal government.<br>• Describe the legislative process in th U.S. Congress.<br>• Identify the legislative branch's role in the system of checks and balances/separation of powers.<br>• Analyze a primary source (excerpts Article I). |
| 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. | The Executive Branch | • Identify powers of the executive branch described in Article II of the U.S. Constitution<br>• Describe the responsibilities of the president and vice president<br>• Evaluate the difficulty of certain presidential responsibilities<br>• Name the current president and vice president and their political party<br>• Recall the length of a president's ter and the number of terms to which a president may be elected<br>• Understand presidential succession and identify the officeholders next in line to become president<br>• Identify key departments in the executive branch |
| Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points | The Judicial Branch | • Identify the basic levels and functio |

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| of view are addressed in a democratic society. | | of the judicial branch.<br>• Compare the three levels of the United States court system.<br>• Demonstrate the progress of a case a it moves through the system. |
| Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. | Amendment Process and Bill of Rights | • Describe the circumstances and debate that led to the Bill of Rights.<br>• Compare and contrast the positions the Federalists and Anti-Federalists to the Bill of Rights.<br>• Identify the rights granted by the Bil of Rights and key later amendments<br>• Categorize rights in the Bill of Right as individual freedoms, protection from government power, or rights of the accused.<br>• Predict what might happen if key rights were missing from the Constitution. |

## Assessments

**Formative:** Current Event Analysis, Political Cartoon Analysis, The 3 Branches of Government, The Amendments

**Summative:** Simulated Federal Convention, Simulated How A Bill Becomes A Law, Simulated Supreme Court Cases, Writing on the Importance of Compromise

**Benchmark:** Unit 2 Test

## Interdisciplinary Connections

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| 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. |

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| 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.

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| 9.1.8.CR.3 | Relate the importance of consumer, business, and government responsibility to the economy and personal finance. |
| 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.7 | Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions. |

## Holocaust & Amistad

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| 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. |

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| 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:**

This unit addressed the judicial branch of government. On June 26, 2015, the U.S. Supreme Court struck down all state bans on same-sex marriage, legalized it in all fifty states, and required states to honor out-of-state same-sex marriage licenses in the case Obergefell v. Hodges.

- How have people advocated and fought for justice throughout history?
- What is a just society?
- Why do we feel empathy for others when they are mistreated?
- How would society be affected if no one took responsibility for standing up for others?
- How can people with less power stand up to people with more power?
- Can progress take place without action?
- Why do some people stand up to prejudice and unfairness while others choose not to?

## 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 *(3 Branches of Governemnt Diagram)*

- 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