GR 8 Civics Course

Content Area: **Social Studies**
Course(s):
Time Period: **Default**
Length: **Sept. - Jun**
Status: **Published**

Unit Overview

Unit Title: Civics, a yearlong study

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Beginning in the 2022-2023 school year, each board of education shall provide a course of study in civics, which shall be taken by all students in an appropriate middle school grade. The course shall address: the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. A study of civics begins with human rights.

Essential Questions:

How do we protect human rights? □

How well have we met our promise of free speech?

What would a world be like with no rules, laws, or authority?

Why do we need government? □

What are the different forms of government?□

What makes a government legitimate? □

What is Consent of the governed?

What is the Rule of Law? □

What is the Common good and civic virtue?

VISION: An education in social studies fosters a population that:

• Is civic-minded, globally aware, and socially responsible;

• Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;

• Makes informed decisions about local, state, national, and global events based on inquiry and analysis;

• Considers multiple perspectives, values diversity, and promotes cultural understanding;

• Recognizes the relationships between people, places, and resources as well as the implications of an

interconnected global economy;

• Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and

• Discerns fact from falsehood and critically analyzes information for validity and relevance.

Standards

6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

6.1.8.CivicsPI.3.b: 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.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.CivicsDP.3.a:Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).

6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

Materials/Activities/Resources

Core Resources:

TCI History Alive! US through Industrialism Civics Library:
https://subscriptions.teachtci.com/shared/programs/480/units/624

Newsela Social Studies Compendium: https://newsela.com/signin

Civics Curriculum: http://civiced.rutgers.edu

Learning for Justice: https://www.learningforjustice.org/

Flocabulary: www.Flocabulary.com

Lessons to include:

Developing Questions and Planning Inquiry

Gathering and evaluating sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives

Seeking diverse perspectives

Developing claims and using evidence

Addressing current events and controversial issues

Taking informed action

Summary of John Locke's "revolutionary" ideas about natural rights from the Fraser Institute at
https://www.youtube.com/watch?v=ocJ2fPk5

The most applicable grades for the **Amasitad curriculum** units are offered
here: http://www.njamistadcurriculum.net/history/units

GRADES 5 & 8 UNIT 5: ESTABLISHMENT OF A NEW NATION & INDEPENDENCE TO REPUBLIC (1600 -1800)

GRADES 5 & 8 UNIT 6: THE CONSTITUTION AND THE CONTINENTAL CONGRESS (1775 -1800)

NJ Mandated Curriculum Crosswalk Teacher Resources

Why do we need authority, rules and government? □

To protect individual rights □

To protect the weak from the strong □

To keep us safe □

To help us keep order

To settle arguments

To ensure the burdens and benefits are fairly shared

6.3.8.CivicsPI.1 20

Social Contract Theory of Government □

Locke argued that the best way for each person's natural rights to be protected so that everybody could live in peace and enjoy their rights was for each person to agree with others to create and live in a government and give that government the authority to make and enforce laws □

Individuals give up the right to do anything they please in return for security provided by government, including protection of individual rights

Individuals surrender those rights they do not want others to use against them in order to enjoy the rest of their rights

One of the most dominant theories within moral and political theory throughout the history of the modern West □

Examples of social contracts: The Mayflower Compact, New Jersey and other state constitutions, U.S. Constitution

Media Literacy □

How do we determine what is true? □

How can we identify bias in print and online media? □

How can we recognize confirmation bias? □

Resources: □ Media Literacy on the NJ Center for Civic Education's webpage □ On the NJ Mock Election webpage NJ Student Mock Election – Teacher Resources

Sources for Citizen Action Projects by Students □

Project Citizen □

iCivics: Local Solutions Civic Action □

Newseum □

Generation Citizen □

Youth-Led Participatory Action Research □

Mikvah Challenge □

Human Rights Educators USA □

NJ Dept. of Education—climate change □

Agency for Toxic Substances—identifying risks

Technology

- Screencastify
- Full list on district teacher page
- YouTube videos of mentor texts readings

Assessment

Formative Assessment

- Teacher Observation
- Peer Editing
- Shared Writing
- Writer's Notebook
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide
- Student Performance Checklist

Summative Assessment

- Process Pieces
- Student Publishing
- Student Self-Reflection

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks

● Graphic organizers
● Vocabulary support

At-Risk of Failure

● Additional time during intervention time
● Graphic organizers
● Vocabulary support

Gifted & Talented

● Independent projects
● PEP/GEM class

Interdisciplinary Connections

ELA Connections: Evaluating text

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Noticing, Seeking Challenges, Purpose, Growth Mindset, Belonging

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.