

# Unit 1: Civics/Foundational Concepts and Principles (Weeks 1-9)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Week 1 - Week 9**  
Status: **Published**

## UNIT RATIONALE

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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 the government of the United States was established. The students will explore the founding principles in action as they uncover the events leading up to the birth of a new nation.

## ESSENTIAL QUESTIONS

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

- How can natural/human rights be protected?
- Why do we need government?
- How does the idea of the “common good” give rise to a social contract? • What is the proper balance between individual freedom and the common good?
- Why is “civic virtue” necessary for a democracy to survive?
- What are American Ideals?
- How can conflicts be resolved peacefully in a democratic society?
- Why is the right to vote critical in a democratic republic?

## STANDARDS

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### 21st Century Standards

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CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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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.CRP6	Demonstrate creativity and innovation.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
TECH.9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
TECH.9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
TECH.9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
TECH.9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.
TECH.9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
TECH.9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

## **NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA**

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### **New Jersey (NJSL) - Grades 6-8 - Social Studies (2020)**

#### **6.3.8.CivicsPI.1:**

Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

#### **6.3.8.CivicsPI.3:**

Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

**6.3.8.CivicsPD.3:**

Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

**6.3.8.CivicsPR.3:**

Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

**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.

SOC.6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
SOC.6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
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.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
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.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.6.1.8.HistoryUP.3.c	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
SOC.6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
SOC.6.2.8.CivicsPI.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
SOC.6.2.8.CivicsDP.3.a	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
SOC.6.2.8.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
SOC.6.2.8.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.6.2.8.CivicsDP.4.a	Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
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.CivicsPI.3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
SOC.6.3.8.CivicsPD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
SOC.6.3.8.CivicsPD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
SOC.6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
SOC.6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
SOC.6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
SOC.6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
SOC.6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
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.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
SOC.6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.
SOC.6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.
SOC.6.3.8.EconET.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
SOC.6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.

## PRE-ASSESSMENTS

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Human Rights Pre-test

Vocab Unit Pretest

[US Citizenship Test](#)

## INSTRUCTIONAL PLAN

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### MODULE 1

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AAPI : [https://drive.google.com/drive/folders/1TCbM\\_2v-Ut4yEWfH-tZBJwYLgWMOGflv](https://drive.google.com/drive/folders/1TCbM_2v-Ut4yEWfH-tZBJwYLgWMOGflv)

LGBT/Disabled Americans Folder: <https://drive.google.com/drive/folders/10SYTqd0QHgAsj6BAT-w0HSfA5IOm-ye3>

Crosswalk Folder: <https://collsk12.oncoursystems.com/#curriculum>

# Topic 1: Human Rights

\* the items in purple are the ones I personally used this year.

**Student Learning Intentions (SLI) WALT:**  
**(We are learning to...)**

**WALT** -acknowledge that every human being is entitled to certain "natural" rights.

**WALT** - identify natural rights were defined by John Locke as "life, liberty and property".

**WALT**- explain the Declaration of Independence is based on the concept of human rights

**Student Learning Strategies**

- - Using Prior Knowledge/Previewing
  - Predicting

- Identifying the Main Idea and Summarization
- Questioning
- Making Inferences
- Visualizing
- Story Maps
- Retelling
- Teaching other students

**Success Criteria**

- Students will explain and give examples of natural/human rights.
- Students will explain how John Locke's Enlightenment ideas of "life, liberty and property" are connected to the U.S. idea of Human rights.
- Students will connect ideas found in the Declaration of Independence to "human rights".

**Formative Assessment (drives instructional decisions)**

- [Vocab.com Pretest](#)
- Writing Journals/Prompts
- Entrance/Exit slips

- Student conferences
- Class discussions
- Student Conferences
- Observation
- RACE responses

## Activities and Resources

**What are natural human rights?**

[What are Human Rights- Human Right Market Place Activity](#)

- [Essential Ideas of John Locke](#)

**How did the idea of Human Rights Develop?**

- [Youth for Human Rights Reading](#)
- [Near Pod Enlightenment Lesson.](#)

**The Evolution of Human Rights: From Magna Carta, to the Lawes of Virginia to William Penn.**

- [Outline and Readings](#)

**Why did Thomas Jefferson paraphrase Locke?**

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## [Declaration of Independence transcript](#)

- [American National Textbook p.](#)
- [Rights and the Declaration of Independence](#)

## Suggested Modifications

### English Language Learners

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### Special Education Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for

understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans**

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#### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

#### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and

there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

[Human Right Market Place Activity.ppt](#)

[EnlightenmentThinkersMingleActivity-1.zip](#)

[The Background of](#)

[September Jeopardy Game 5-Topic Template](#)

[Why do we need government?](#)

# Topic 2: WHY DO WE NEED GOVERNMENT?

**Student Learning Intentions (SLI) WALT:**  
(We are learning to...)

**WALT-** Explain the need for government with the authority to protect individual rights, resolve conflicts and maintain order.

**WALT-**Analyze the concept of the social contract people give up some of their freedom to the government to preserve order and peace.

**WALT** illustrate a strong commitment to the rule of law has been crucial to efforts to limit the abuse of authority and the arbitrary use of power.

**WALT-** Demonstrate how the legitimacy of a government is based on consent of the governed, the rule of law and the protection of human rights.

**WALT** Illustrate how democratic governments work to balance social order and the protection of individual rights.

**Student Learning Strategies**

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization
- Questioning
- Making Inferences
- Visualizing
- Story Maps
- Retelling
- Teaching other students

**Success Criteria**

- Students will explain the need for government and give examples of reasons.
- Students will explain the social contract theory and give examples of it in our country.
- Students will demonstrate rule of law and why it is important in our society.

- Students will explain "consent of the governed" and how it applies to our form of government.
- Students will illustrate how our government balances social order and human rights.

**Formative Assessment (drives instructional decisions)**

- [Vocab.com Pretest](#)
- Writing Journals/Prompts
- Entrance/Exit slips
- Student conferences
- Class discussions
- Student Conferences
- Observation
- RACE responses

**Activities and Resources**

- Why do we need government?**
- [Center for civic Education](#)
  - [Icivics- Why government?](#)
- What is the difference between power and authority?**
-

[Why do we need authority?](#)

- 

[Power and Authority](#)

- 

DBQ - Perspectives of the Boston Massacre

What is "consent of the governed" and how is it demonstrated?

- 

[How does government secure natural rights?](#)

- 

[What does Consent of the governed mean?](#)

- 

[What is a democracy?](#)

What forms can government take?

- 

[Comparing Forms of government.](#)

- 

[Forms of government](#)

What is the "rule of law" and why is it necessary for authority to be legitimate?

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[Rule of Law slide show](#)

- 

[The Rule of Law and why it matters?](#)

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[Rule of Law- with it or without it](#)

**Suggested Modifications**

English Language Learners

**Native language support:**

The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The

teacher changes speech patterns to increase student comprehension.

This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses

graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:**

The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

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**Checking for**

**Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans**

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### **Gifted & Talented Strategies**

#### **Extensions/Enrichments:**

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#### **Modify/Change Activities:**

Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs

students.

### **Students at Risk of School Failure**

**Directions or Instructions:**

Make sure directions and/or instructions are given in limited numbers.

Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning.

Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a

specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

#### Alternate or Modified

**Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One

Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens.

Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the

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**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**MODULE 3**

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## Topic 3- The Common Good and Civic Virtue

<p><b>Student Learning Intentions (SLI) WALT:</b> <b>(We are learning to...)</b></p>	<p>WALT: The Founders based their concept of a democratic republic on the ideas of civic virtue and the common good that they adopted from ancient Greek and Roman republics</p> <p>WALT: Civic virtue requires citizens to put the interests of the community or the "common good" or general welfare above their individual interests. This involves informed, engaged participation in voting, volunteering, and acting responsibly.</p> <p>WALT: Civic virtue is the cement that holds a democratic society together.</p>
<p><b>Student Learning Strategies</b></p>	<ul style="list-style-type: none"><li>• Using Prior Knowledge/Previewing</li><li>• Predicting</li><li>• Identifying the Main Idea and Summarization</li><li>• Questioning</li><li>• Making Inferences</li><li>• Visualizing</li><li>• Story Maps</li><li>• Retelling</li><li>• Teaching other students</li></ul>
<p><b>Success Criteria</b></p>	<ul style="list-style-type: none"><li>• Students will explain the examples of promoting the common good and civic virtue in our</li></ul>

government.

- Students will take part in a service project that demonstrates putting the common good above personal gain.
- Students will illustrate the importance of civic virtue in a democratic society.

**Formative Assessment (drives instructional decisions)**

- Vocab [Pretest](#)
- Writing Journals/Prompts
- Entrance/Exit slips
- Student conferences
- Class discussions
- Observation
- RACE responses

**Activities and Resources**

**THE COMMON GOOD AND CIVIC VIRTUE**  
**What ideas from the classical republics about the need for civic virtue did the Founders adopt?**

- [Commitment to the Common Good- PodCast](#)
- [Civic Virtue and Why it Matters](#)

- [Common Welfare and Civic Virtue Lesson](#)
- [Civic Virtue makes Republican Rule Possible-podcast†](#)

**How do we promote for the Common Good.**

- [What is the Common Good?](#)
- [How can we make choices that Promote the Common Good? \(Covid Related\)](#)

#### English Language Learners

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**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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#### Special Education Students

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## Suggested Modifications

for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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#### **Students with 504 Plans**

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## **Gifted & Talented Strategies**

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## MODULE 4

# Topic 4- American Ideals

**Student Learning Intentions (SLI) WALT:**  
(We are learning to...)

**WALT: American Ideals are those core values and principles that the structures and practices of the Constitutional system are designed to realize and protect.**

**WALT: Debate how to best realize American Ideals that represent the core elements of a national consensus so that democracy can survive.**

**WALT: American Ideals represent the American experiment in representative government at its best and are enshrined in the nation's founding documents**

**Student Learning Strategies**

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization
- Questioning
- Making Inferences
- Visualizing
- Story Maps
- Retelling
- Teaching other students

**Success Criteria**

- Students will give examples of ideals and core values protected by the Constitution.
- Students will debate how best to realize American ideals in our governmental laws and organization.
- Students will analyze American founding documents to illustrate American ideals still fostered today.

**Formative Assessment (drives instructional decisions)**

- Vocab [Pretest](#)

- Writing Journals/Prompts
- Entrance/Exit slips
- Student conferences
- Class discussions
- Observation
- RACE responses

## Activities and Resources

### What are American Ideals? -

- [Civic Values](#)
- [Exploring Individual and American Identity](#)

### Where do we find our American Ideals in our founding documents?

- [Ideals in the founding documents](#)

### American Ideals in practice

- **John Adams defends soldiers accused during the Boston Massacre- video viewing guide**

## Suggested Modifications

### English Language Learners

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students,

paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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## MODULE 5

# Topic 5-Civil Discourse and Conflict Resolution

**Student Learning Intentions (SLI) WALT:**  
(We are learning to...)

- **WALT:**Conflicts are often unavoidable. One of the roles of government is to create institutions--primarily courts-- to resolve conflicts among individuals through litigation.
- **WALT:** Individuals can learn skills for resolving conflicts peacefully in their lives.
- **WALT:** Analyze how the American Revolution was the end result of the colonists embracing American principles.

**Student Learning Strategies**

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization

	<ul style="list-style-type: none"><li>• Questioning</li><li>• Making Inferences</li><li>• Visualizing</li><li>• Story Maps</li><li>• Retelling</li><li>• Teaching other students</li></ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"><li>• Students will explain and give examples of how the judicial system solves conflicts between citizens.</li><li>• Students will develop, debate, and practice conflict resolution skills</li><li>• Students will practice active listening techniques as a way to solve conflicts.</li></ul>
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Direct Instruction</li><li>• Audio/Visual instruction</li><li>• Activities that incorporate kinesthetic learning</li><li>• <a href="#">Take a Stand Activity</a></li><li>• <a href="#">Padlet voting and online discussions</a></li><li>• <a href="#">Human Barometer</a></li></ul>
<b>Activities and Resources</b>	<p><b>What are the sources of conflict? How are conflicts resolved? How can conflicts be resolved peacefully?</b></p> <ul style="list-style-type: none"><li>• <a href="#">How can conflicts be resolved peacefully.</a></li></ul>

- [Conflict and its Resolution](#)

What strategies can help to encourage civil discourse regarding controversial issues?

- [Classroom Guidelines for Controversial “Hot” topics](#)

- [Encouraging Civil Classroom conversations- Resource](#)

- [Role Play Controversial Issues- Examples](#)

What strategies can help incorporate multiple perspectives into civil discourse?

- [Perspectives for Diverse America](#)

- [Fostering Civil Discourse](#)

- [Active Listening Activity](#)

Why is respect for diverse perspectives a crucial component of civil discourse?

- [Values and Public Policy](#)

- \_\_\_\_\_

## Suggested Modifications

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**Native language support:** The teacher provides auditory or written content to students in their native language.

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## MODULE 6

# Topic 6- Elections

**Student Learning Intentions (SLI) WALT:**  
(We are learning to...)

**WALT:** Explain why voting is important.

**Student Learning Strategies**

- - Using Prior Knowledge/Previewing
  - Predicting
  - Identifying the Main Idea and

Summarization

- Questioning
- Making Inferences
- Visualizing
- Story Maps
- Retelling
- Teaching other students

**Success Criteria**

Students will explain how elections allow citizens to have a voice in government and affect change in their society.

**Formative Assessment (drives instructional decisions)**

- Vocab [PreTest](#)
- Writing Journals/Prompts
- Entrance/Exit slips
- Student conferences
- Class discussions
- Observation

- RACE responses

Why is voting important?

- [Voting Matters](#)

What are voting requirements in NJ?

- [Department of Elections](#)

How do Elections work?

- [Becoming a Voter](#)

- [The Electoral Process](#)

- [Being an Informed Voter](#)

Who Represents me?

- [Who represents me?](#)- Webquest

- [Researching members of House of Reps.](#)

What are the responsibilities of elected officials?

- [Role of Elected Officials.](#)

How can you determine the accuracy of what you read and view (Media Literacy)?

- [Media Literacy](#)

- [Digital and Civic Literacy](#)

Activities and Resources

- [How to spot Fake News](#)

- **Media Literacy- [Democracy and Civil Engagement](#)**

- **Factcheck.org**

**How can you evaluate candidates for positions of authority?**

- [How well do a political party's views conform with your values?](#)

- [Candidate Evaluation](#)

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## REFLECTIONS

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This unit took slightly longer to get through than planned- we had some challenges with the 1:1 technology initiative and copy machines in school. I found that I could only go at the pace of my slowest students, because giving them time to complete assignments outside of class proved difficult with no access to chromebooks and difficulty copying items. I was happy with the essential questions for each unit. I also stuck to the topics and chose activities

## INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

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**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.8.** Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

**RI.11-12.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

**WHST.6-8.8.** 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.

**RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**RH.6-8.8.** Distinguish among fact, opinion, and reasoned judgment in a text.

ELA.L.SS.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
ELA.L.SS.8.1.B	Form and use verbs in the active and passive voice.
ELA.L.SS.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
ELA.L.SS.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
ELA.L.SS.8.1.E	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
ELA.L.SS.8.1.F	Use an ellipsis to indicate an omission.
ELA.L.SS.8.1.G	Recognize spelling conventions.
ELA.RI.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
ELA.W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
ELA.W.AW.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among

claim(s), counterclaims, reasons, and evidence.

ELA.SL.PE.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

ELA.SL.PE.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

ELA.SL.ES.8.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

ELA.SL.PI.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.