Grade 8 Civics Unit 1: Role of the Citizen

Content Area: **Social Studies**
Course(s):
Time Period: **MP1**
Length: **1 quarter**
Status: **Published**

Targeted Standards

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.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.

Rationale

In addition to civic education content, students require opportunities to develop and practice the skills and dispositions to become active and well-informed supporters of their community. Voting is an important responsibility of citizenship, but students must also learn how to interact with the appropriate levels of government to address matters of public policy that affect their lives and occupations. This unit explores the nature of citizenship and offers questions and strategies to help students develop the skills they will need to be active members and supporters of their communities.

Essential Questions

Content Specific	Skills Specific
• How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? • How well does federalism resolve the competing demands of limiting government power and the need for government efficiency? • How do individuals and civil society influence public policy?	• How can people apply to become US Citizens? • How can I use primary sources to gather information about a person or event? • How do I interact with state and local governments?

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Constitution/Bill of Rights	• Grade 7, Unit 1 Civics: Constitution

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

P.1	Act as a responsible and contributing community members and employee.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
P.6	Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

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.
W.IW.8.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.SE.8.6	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.