

All 8th grade students are expected to participate in at least 2 of the 4 activities listed below

**Marking Periods One and Two:
Board of Education Meeting**

CCSS: 6.1.8.A.3.f[M], 6.3.8.A.1 [M], 6.3.8.A.2 [M]

Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

For Honors Students:

- Honors ELA and Math students actively participate on committees (the students will be working on compacting within the classroom to complete this project)
- Honors Math and ELA Students will select a topic of choice as a committee to discuss and present at a Board of Education Meeting
- Proposal explored by each committee, and presented by the committees
- The committees are as follows, but are subject to change:
 - > Curriculum and Instruction
 - > Strategic Planning
 - > Finance and Facilities
 - > Negotiations (teacher relations)
 - > Policy
 - > Bi-District (high school)
 - > Technology
 - > Grants
 - > Public Relations
 - > Superintendent
- > Board of Education meeting in November is used for students to meet with BOE Committee chairs to get their perspective on the proposal (ask questions and get information about the presentation). Students will show the committee members their projects completed by that point. Committee members and students will collaboratively work together to go over information and or explain topics students may need guidance on
- Students present their final presentations at a Board of Education meeting. At the end of the final presentations, board members (students) vote on their idea and whether they are for or against it

Marking Period Three:

Firehouse visit (MP 3: Feb)

6.3.8.B.1 [M]

Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action (In relation to the new firehouse building relocation).

Approximately 1 hour visit

- If many students want to attend, teacher will create an essay where students must explain why they should attend the firehouse visit over the Police Officer Visit (since there is limited space)
- Fire Chief explains the protocol of how to become a firefighter
- History of Milltown and fires, and location of firehouse
- **This year, the students will be able to visit the new fire house in town (I believe, will revisit this with fire chief)**
- Tour of firehouse and trucks
- Explains the different levels of firefighters positions and responsibilities
- Meet and greet with current, active fire fighters
- Protocols for overnight stays and emergencies
- The students will discuss their experiences with the class the next day

Police Visit (MP 3: March)

CCSS: 6.3.8.D.1[M], 6.1.8.A.3.b [M], 6.1.8.A.3.g [M], 6.3.8.A.1 [M]

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

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.

Evaluate the impact of the Constitution and Bill of Rights on current day issues.

Police Officer Visit. All eighth grade students can participate in this activity (if they did not already participate in two of the other activities). Students will interact with representatives from the Milltown Police Department. Some of the items discussed are, but are not limited to:

Approximately 1 Hour Visit in Joyce Kilmer Gymnasium

- Police Chief explains the protocol of how to become a police officer
- History of Milltown and location of Police Headquarters
- Explains the different levels of police officers and responsibilities
- Meet and greet with current, active police officers
- The students will discuss their experiences with the class the next day

Town Council (MP 4: April or May)

6.3.8.A.2 [M], 6.3.8.C.1 [M], 6.3.8.A.1 [M]

Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

[Counties Work online game](#) provides a platform to simulate county government.

Students will:

- Work to keep citizens happy and evaluate requests
- See what county departments have solutions
- Maintain a balanced budget by lowering or raising taxes
- Work to keep your citizens safe when crisis strikes

Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

Town Council meeting. All eighth grade students can apply for a position to run for town council. To run for a town Council position, students will complete a platform project (tied to the curriculum and information from the curriculum). The students will research a topic that will be their platform. The students will construct an essay for the teacher to read on their platform. All students who receive 14 points or higher on the rubric will have their names appear on a ballot. The entire eighth grade class will vote for their peers to be elected to a town council position they have elected to run for. The students are able to select and choose the town council position that they would like to run for. After students have been elected, they will present at a real council meeting.

The town council activities will take place at Milltown Borough Hall.

11 students participate as members of the Borough Council

and Administration

- Students will be elected by their peers to hold this position
- Students will discuss the difference of Electoral College and Popular Votes
- Math classes will reinforce this topic with a cross curricular project
- The Borough Clerk prepares scripts for the students and goes through them on the day of the visit
- Students run the meeting

Administration

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|---------------------|----------------------------|
| 1. Borough Clerk | 3. Borough Engineer |
| 2. Borough Attorney | 4. Chief Financial Officer |

Council

- | | |
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| 1. Mayor | 5. Public Works & Recycling |
| 2. Public Safety | 6. Environment, Health & Social Services |
| 3. Utilities | 7. Finance, Planning & Administration |
| 4. Parks & Recreation | |