Unit 1 - Foundations of American Citizenship

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

The study of civics is the foundation for the understanding of the Constitution of the United States. In this unit, students will examine the historical foundations of the United States and the U.S. Government. This unit discusses the Constitutional underpinnings of the United States. Students will examine the Declaration of Independence and examine how those ideals are being upheld. Prior to the Constitution, the United States was a group of states following the Articles of Confederation which had no strong central government. The U.S. Constitution bound the states together with a strong foundation of federal laws and three branches of government.

Enduring Understandings

Why do people come to the United States?
How did Colonists impact the indigenous people (Native Americans) of the North American continent?
The Declaration of Independence and the Constitution are fundamental U.S. documents.
The Constitution provides our structure of government as well as rights and freedoms.

Essential Questions

Why do people from other countries migrate to the United States, and how do they become American citizens?
Are the ideals of the Declaration of Independence being upheld?
Why did the colonists settle in America, and why did they rebel against Great Britain? Why is the Constitution the United States' most important document?
What are some of the functions of government?
What rights are included in the Bill of Rights, and what additional amendments were added to protect the rights and beliefs of the people?
What would happen if citizens ignored their civic duties and responsibilities?

Learning Objectives

Identify and evaluate different forms of government.
Describe colonial regions and the different challenges faced by Colonists.
Examine the impact of Colonists on Native Americans.
Identify and explain how the liberties of Colonists were limited.
Explain why government is necessary and the purposes government serves.
What are the functions of government?

Explain what it means to be an American citizen.
Describe a diverse population.
Explain how Americans share key values and how these values are important in American life and institutions.
Read and analyze the Declaration of Independence.
Examine primary and secondary sources to assess the success of the ideals in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
Explain how citizens and government balance the needs of the individuals and the common good?
Explain the process of becoming an American citizen.
Explain the different levels of government and what they are responsible for.
Explain how political and economic institutions evolved to help individuals and groups accomplish their goals.
Explain how political, social, religious, and economic changes influence the way Americans think and act.
Explain how political principles and major events shape how people form governments.
Explain how Americans faced the task of forming independent governments at both the state and national levels.
Explain how the 3 branches of government interact and function at the local and state level.
Explain the concept of Federalism.
Explain why the leaders decide to create a new government.
Explain how and why many of the provisions of the Constitution were arrived at through a series of compromises.
Describe the sections of the Constitution.
Describe the Amendment process.
Explain the basic principles of government set forth in the Constitution.
Explain how power is divided between national and state governments under federalism.
Explain how the Constitution establishes and protects fundamental rights and liberties.
Evaluate the impact of slavery on the United States.
Explain how the First Amendment to the Constitution guarantees basic freedoms essential to American democracy.
Explain how Bill of Rights Amendments 2 through 10 are guarantees for protection and right to fair legal treatment for Americans.
Explain how the Constitution reflects the values and goals of the society that creates it.
Explain how the struggle for equality in America has persisted and has extended to include many groups.
Explain how citizens must fulfill their civic duties and responsibilities for government to be effective.
Explain how citizen participation is essential to the foundation and preservation of the U.S. political system.
What's Under the Turban (Diversity, Inclusion and Equity Law)
Slavery and the U.S. Constitution | PBS LearningMedia (Amistad Law)
America's Civil Rights Movement | A Time for Justice (Amistad Law)
Students will read and analyze selected readings from South Asian American Digital Archive (SAADA) (AAPI Law)

Standards: Content

6.1.3	Revolution and the New Nation (1754–1820s)
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.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.
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
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.
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.
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
6.3	Active Citizenship in the 21st Century
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.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
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.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
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.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
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.2	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.
6.3.8.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.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.

Standards: Interdisciplinary

RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
RI.AA.8.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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).
W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.AW.8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
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.AW.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.AW.8.1.D	Establish and maintain a formal or academic style, approach, and form.
W.AW.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
SL	Speaking and Listening
SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Assessment Evidence

Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary, Open Ended Responses, Exit Questions
Summative	Tests, Projects, DBQs, Writing Assignments
Alternative & Benchmark	Alternative: Project Based Learning, Graphic Organizers, Oral Responses, Benchmark: Teacher generated assessments, Projects
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Civics Today: Citizenship, Economics & You – Glencoe (2001), Microsoft 365, Primary and Secondary Source Documents, Instructional Resource List, What's Under the Turban (Diversity, Inclusion and Equity Law), My Name is Osama (Diversity, Inclusion, and Equity Law), America's Civil Rights Movement | A Time for Justice (Amistad Law), Eyes on the Prize (Amistad Law), Students will read and analyze selected readings from South Asian American Digital Archive (SAADA) (AAPI Law)

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

X	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change	X	Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship	X	Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
X	Civic Financial Responsibility		Financial Psychology		