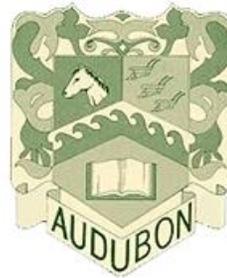


Audubon Public Schools



Grade 8: Social Studies

Curriculum Guide

Developed by:

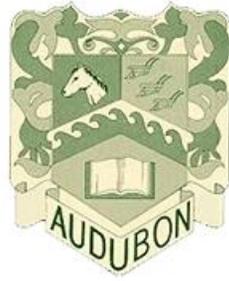
Ms. Dawn Ewing

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August 15, 2018

Table of Contents

Cover Page	Page 1
Table of Contents	Page 2
Course Description	Page 3
Overview / Progressions	Pages 4-6
Unit 1	Pages 7-10
Unit 2	Pages 11-15
Unit 3	Pages 16-19
Unit 4	Pages 20-23
Appendix	Page



Course Description

Grade 8: Social Studies

This course will focus on the elements of Civics and American government. It will offer students a strong introduction to government, citizenship, and the American economic and legal systems. Various activities will enable students to acquire skills to analyze how past and present interactions have shaped our American heritage. Connections between content to current civic issues are a theme throughout the course from a multitude of regionalized perspectives. Relevant activities will help students learn what comprises our local, state and federal governments with a strong focus on primary source documents. An emphasis will be placed on the development of writing and critical thinking skills. This will help them understand the election process and other pertinent information needed to be successful in United States History I and II courses at Audubon High School.

Overview / Progressions

Overview	Focus Indicator #	Companion Standards (ELA)
Unit 1	<ul style="list-style-type: none"> ● 6.1.4.A.3 ● 6.1.P.D.1 ● 6.1.4.D.2 ● 6.1.4.D.8 ● 6.1.4.D.13-16 ● 6.1.8.D.2.B ● 6.1.12.A.1.a ● 6.1.12.D.3.b ● 6.12.A.8.c ● 6.3.4.A.1 ● 6.4.3.A.3 ● 6.3.4.B.1 ● 6.3.4.D.1 	<ul style="list-style-type: none"> ● RH.9-10.1 ● RH.9-10.2 ● RH.9-10.7 ● RH.6-8.1 ● RH.6-8.2 ● WHST.9-10.4 ● WHST.6-8.2
Unit 2	<ul style="list-style-type: none"> ● 6.1.4.A.3 ● 6.1.4.D.2-6 ● 6.1.4.D.8 ● 6.1.8.A.2.a ● 6.1.8.A.2.b ● 6.1.8.A.2.c ● 6.1.8.A.3.a ● 6.1.8.B.2.a ● 6.1.8.B.2.b ● 6.1.8.C.1.b ● 6.1.8.D.1.c ● 6.1.8.D.2.a ● 6.1.8.D.3.c 	<ul style="list-style-type: none"> ● RH.9-10.1 ● RH.9-10.2 ● RH.9-10.7 ● RH.6-8.1 ● RH.6-8.2 ● WHST.9-10.4 ● WHST.6-8.2

	<ul style="list-style-type: none"> ● 6.12.A.1.a ● 6.12.A.1.b ● 6.12.B.1.a ● 6.12.C.1.a ● 6.12.C.1.b 	
Unit 3	<ul style="list-style-type: none"> ● 6.1.4.A.3 ● 6.1.P.D.1 ● 6.1.4.D.2 ● 6.1.4.A.1 ● 6.1.4.A.2 ● 6.1.4.A.3 ● 6.1.8.A.3.a ● 6.1.8.A.3.b ● 6.1.8.A.3.c ● 6.1.8.A.3.d ● 6.1.8.A.3.g ● 6.1.12.A.2.a ● 6.1.12.A.2.c ● 6.1.12.D.2.b 	<ul style="list-style-type: none"> ● RH.9-10.1 ● RH.9-10.2 ● RH.9-10.7 ● RH.6-8.1 ● RH.6-8.2 ● WHST.9-10.4 ● WHST.6-8.2
Unit 4	<ul style="list-style-type: none"> ● 6.1.4.A.3 ● 6.1.4.A.4 ● 6.1.4.A.5 ● 6.1.4.A.6 ● 6.1.4.A.7 ● 6.1.4.A.8 ● 6.1.8.A.3.a ● 6.1.8.A.3.b ● 6.1.12.A.2.d ● 6.1.12.A.2.e ● 6.1.12.A.14.a 	<ul style="list-style-type: none"> ● RH.9-10.1 ● RH.9-10.2 ● RH.9-10.7 ● RH.6-8.1 ● RH.6-8.2 ● WHST.9-10.4 ● WHST.6-8.2

	<ul style="list-style-type: none">• 6.1.12.A.14.b• 6.1.12.A.14.c• 6.1.12.A.14.d	
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Social Studies	Grade 8	Unit 1	Marking Period 1
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Focus Indicator	
6.1.4.A.3	<ul style="list-style-type: none"> • Demonstrate appropriate behavior when collaborating with others.
6.1.P.D.1	<ul style="list-style-type: none"> • Describe characteristics of oneself, one’s family, and others.
6.1.4.D.2	<ul style="list-style-type: none"> • Demonstrate an understanding of family roles and traditions.
6.1.4.D.8	<ul style="list-style-type: none"> • Determine the significance of New Jersey’s role in the American Revolution.
6.1.4.D.13-16	<ul style="list-style-type: none"> • Describe how culture is expressed through and influenced by the behavior of people. • Trace how the American identity evolved over time. • Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. • Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.8.D.2.B	<ul style="list-style-type: none"> • Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
6.1.12.D.3.b	<ul style="list-style-type: none"> • Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.A.5.b	<ul style="list-style-type: none"> • Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.D.5.c	<ul style="list-style-type: none"> • Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

6.12.A.8.c	<ul style="list-style-type: none"> ● Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
6.3.4.A.1	<ul style="list-style-type: none"> ● Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
6.4.3.A.3	<ul style="list-style-type: none"> ● Select a local issue and develop a group action plan to inform school and/or community members about the issue.
6.3.4.B.1	<ul style="list-style-type: none"> ● Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
6.3.4.D.1	<ul style="list-style-type: none"> ● Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Companion Standards	
RH.9-10.1	<ul style="list-style-type: none"> ● Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2	<ul style="list-style-type: none"> ● Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.9-10.7	<ul style="list-style-type: none"> ● Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
WHST.9-10.4	<ul style="list-style-type: none"> ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.2.	<ul style="list-style-type: none"> ● 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. ● B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. ● C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● D. Establish and maintain a formal/academic style, approach, and form. ● E. Provide a concluding statement or section that follows from and supports the argument presented.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Open Discussion ● Open Debate ● Group Work ● Quick Writing ● Pop Do-Nows ● iCivics Packets 	<ul style="list-style-type: none"> ● Immigration Quiz ● Immigration 3 Paragraph Essay (Honors- Immigration Paper) ● Immigration Laws Project ● Levels of Citizenship Pyramid ● Citizens Engage Activity (iCivics) ● Statue of Citizenship Project ● Political Cartoon Analysis ● Year Long Project (Immigration, Citizenship, New Jersey)
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Political Cartoons (immigration) ● Immigration Laws(1790,1875,1882,1891,1903, 1921,1924,1950,1965,1980,1990,2003) ● American Vision Textbook ● Lee Chew: A Chinese Immigrant Describes Life in the U.S. and Denounces Anti-Chinese Prejudice (Honors) ● Congress Takes Aim at the “Chinese Menace”-1892 (Honors) ● Huang Zunxian Expresses the Chinese Perspective in Poetry, 1884 (Honors) 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>iCivics Packets (Citizen Me!, Citizenship Just the Facts, Do I have a Right?, Students Engage, Fourth Branch You, This Land is Your Land)</i> ● <i>Cicero System Readings (Ellis Island, Angel Island, Immigration Census, Statue of Liberty)</i> ● http://www.njamistadcurriculum.net/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Public Speaking (Citizens Engage Project) ● 3 Paragraph Immigration Essay (Regular) ● Immigration Paper (Honors) ● Consistent Academic Language 	
Enduring Understanding	Essential Questions
	<ul style="list-style-type: none"> ● What does it mean to be an American Citizen?

- American citizenship is complex. It involves rights, responsibilities and awareness of how the government works and what I have the power to do and to change.
- A productive citizen exercises the responsibilities of citizenship along with the rights of a citizen.
- The diversity of American society explains the strength of the American system of government.
- The values and ideals of American society are reflected in the system of government and the geographic makeup of the United States.
- Immigration laws have shifted throughout U.S. history and have impacted our culture and population.
- The shift from a “melting pot” to a “salad bowl” has challenged the American people to be more tolerant of other cultures.

- What are the rights and responsibilities of a citizen in the United States?
- What are the levels of citizenship in our society?
- What are the basic beliefs and values most Americans accept as part of the American Dream?
- Is there an American identity and if so what does it look like>
- What does it mean when people claim that “The United States is a Melting Pot”?
- Which Immigration laws have profoundly affected the U.S.?
- Why has the United States developed a diverse society?
- What groups have influenced the development of American society?
- How does geography impact the American identity?
- Theme and main idea are the messages a writer wants to convey to her or his audience.
- Community Problem Solving

Social Studies	Grade 8	Unit 2	Marking Period 2
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Focus Indicator	
6.1.4.A.3	<ul style="list-style-type: none"> ● Demonstrate appropriate behavior when collaborating with others.
6.1.4.D.2-6	<ul style="list-style-type: none"> ● Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. ● Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today. ● Explain how key events led to the creation of the United States and the state of New Jersey. ● Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. ● Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.8	<ul style="list-style-type: none"> ● Determine the significance of New Jersey’s role in the American Revolution.
6.1.8.A.2.a	<ul style="list-style-type: none"> ● Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.8.A.2.b	<ul style="list-style-type: none"> ● Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
6.1.8.A.2.c	<ul style="list-style-type: none"> ● Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
6.1.8.A.3.a	<ul style="list-style-type: none"> ● Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.B.2.a	<ul style="list-style-type: none"> ● Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
6.1.8.B.2.b	<ul style="list-style-type: none"> ● Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6.1.8.C.1.b	<ul style="list-style-type: none"> ● Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.D.1.c	<ul style="list-style-type: none"> ● Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.
6.1.8.D.2.a	<ul style="list-style-type: none"> ● Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1.8.D.3.c	<ul style="list-style-type: none"> ● Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
6.12.A.1.a	<ul style="list-style-type: none"> ● Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
6.12.A.1.b	<ul style="list-style-type: none"> ● Analyze how gender, property ownership, religion, and legal status affected political rights.
6.12.B.1.a	<ul style="list-style-type: none"> ● Analyze how gender, property ownership, religion, and legal status affected political rights.
6.12.C.1.a	<ul style="list-style-type: none"> ● Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
6.12.C.1.b	<ul style="list-style-type: none"> ● Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.
6.1.12.D.1.a	<ul style="list-style-type: none"> ● Assess the impact of the interactions and conflicts between native groups and North American settlers.
Companion Standards	

RH.9-10.1	<ul style="list-style-type: none"> ● Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2	<ul style="list-style-type: none"> ● Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.9-10.7	<ul style="list-style-type: none"> ● Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
WHST.9-10.4	<ul style="list-style-type: none"> ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.2.	<ul style="list-style-type: none"> ● 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. ● B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. ● C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● D. Establish and maintain a formal/academic style, approach, and form. ● E. Provide a concluding statement or section that follows from and supports the argument presented.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Open Discussion ● Open Debate ● Group Work ● Quick Writing ● Pop Do-Nows ● Colonial Life Chart ● Regions Chart ● iCivics Packets ● Mercantilism Game 	<ul style="list-style-type: none"> ● Colonies Quiz ● Colonial Essay (3 Paragraph) ● Colonial Paper (Honors) ● Formation of Government Quiz ● Political Cartoon Analysis ● Year Long Project (Colonial Life/Declaration of Independence)

<ul style="list-style-type: none"> ● Declaration of Independence Breakdown ● Crash Course Videos 	
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Political Cartoons (Mercantilism) ● Mayflower Compact ● Declaration of Independence ● “City Upon a Hill” ● American Vision Textbook 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>iCivics Packets (Colonial Influences, Hey King: Get Off Our Backs!)</i> ● <i>Cicero System Readings (George Washington, Religion in the Colonies, Trade Between the Colonies, Jamestown, Middle Passage, Sons of Liberty)</i> ● http://www.njamistadcurriculum.net/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Public Speaking (Declaration of Independence Breakdown) ● 3 Paragraph Colonial Essay (Regular) ● Colonial Paper (Honors) ● Consistent Academic Language 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● The Colonists’ experiences in the new world armed them with a sense of independence and self sufficiency which gave them the power to win the Revolution. ● The colonial tradition of having a voice in their government resulted in the split with England. ● The Greek and Roman models of government and the English traditions were the roots of U.S. government and individual freedom in America. ● A variety of systems of government and economics are a reflection of different cultures and historical experiences. ● The declaration of Independence, State Constitutions, and the Articles of Confederation were precursors to the development of the U.S. Constitution. 	<ul style="list-style-type: none"> ● How did the Colonists transition from being citizens of Great Britain to forging their own nation? ● How did colonists acquire a voice in their government? ● What are the roots of individual freedom in America? ● Support claims of how the societal changes of colonists affected their views toward Great Britain. ● How was Mercantilism a motivation for English interaction with the colonies? ● Why the colonists used Greece and Rome for models of government? ● In what ways did the English tradition influence American government?

- Mercantilism played an important role in settling the 13 Colonies.
- The challenges a struggling American government tried to deal with while forming a nation.
- The Declaration of Independence was a statement justifying reasons for independence, the complaints with English rule, and the assertion that the colonists were not fairly represented.

- What other systems of government and economics exist or existed in the world?
- What led the colonists to open conflict with England?

Social Studies	Grade 8	Unit 3	Marking Period 3
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Focus Indicator	
6.1.4.A.3	<ul style="list-style-type: none"> ● Demonstrate appropriate behavior when collaborating with others.
6.1.P.D.1	<ul style="list-style-type: none"> ● Describe characteristics of oneself, one’s family, and others.
6.1.4.D.2	<ul style="list-style-type: none"> ● Demonstrate an understanding of family roles and traditions.
6.1.4.A.1	<ul style="list-style-type: none"> ● Explain how rules and laws created by community, state and national governments protect the rights of people, help resolve conflicts and promote the common good.
6.1.4.A.2	<ul style="list-style-type: none"> ● Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3	<ul style="list-style-type: none"> ● Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.8.A.3.a	<ul style="list-style-type: none"> ● Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this period.
6.1.8.A.3.b	<ul style="list-style-type: none"> ● 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.A.3.c	<ul style="list-style-type: none"> ● Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.A.3.d	<ul style="list-style-type: none"> ● 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.A.3.g	<ul style="list-style-type: none"> Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.12.A.2.a	<ul style="list-style-type: none"> Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
6.1.12.A.2.c	<ul style="list-style-type: none"> Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
6.1.12.D.2.b	<ul style="list-style-type: none"> Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
Companion Standards	
RH.9-10.1	<ul style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2	<ul style="list-style-type: none"> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.9-10.7	<ul style="list-style-type: none"> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
WHST.9-10.4	<ul style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.2.	<ul style="list-style-type: none"> 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. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Open Discussion ● Open Debate ● Group Work ● Quick Writing ● Pop Do-Nows ● StoryBoard That - Create Your Own Political Cartoons ● Constitution Breakdown ● iCivics Packets ● Quiz Review Games - Quizlet Live, Kahoot ● iCivics “Do I Have the Right?” Game ● Amendments Breakdown ● Crash Course Videos 	<ul style="list-style-type: none"> ● Forming the Constitution Quiz ● Constitution Quiz ● Constitution Test ● Political Cartoon Analysis (Bill of Rights) ● Political Cartoon Analysis (Amendments #11-27) ● Year Long Project (Constitution/Amendments)
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Political Cartoons (Constitution and Amendments) ● Constitution ● Bill of Rights ● Amendments #11-27 ● American Vision Textbook 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>iCivics Packets (Why Government?, Anatomy of the Constitution, You’ve Got Rights)</i> ● <i>Cicero System Readings (Articles of Confederation, Ideas Behind the Constitution)</i> ● http://www.njamistadcurriculum.net/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Public Speaking (Explanations of student created political cartoons on Amendments) ● Creation of Political Cartoons on Amendments (Using proper theme, grammar, etc.) ● Consistent Academic Language 	
Enduring Understanding	Essential Questions

- The major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.
- Understanding the US system of representative government and how it works to protect the majority and the minority.
- An awareness of contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States.

- What led to the need for a Constitutional Convention and how did a diverse group of colonies agree on a new system of government?
- What are the major principles of the Constitution and how are they reflected in the document?
- What compromises were necessary for the development of a national government?
- What general powers were assigned to the different branches of government?
- What was the ideological divide between the Federalists and the Anti-Federalists and why did this result in a struggle over ratification?
- How are amendments to the Constitution developed and ratified?
- What situations have required amendments to the Constitution in the past and what might ignite the need for future amendments?
- Why was the Bill of Rights necessary and what protections does it afford citizens of the United States?
- Why do the protections of the Bill of Rights continue to evolve within the scope of contemporary views of peoples' rights and the continual tests within the nation's court system?

Social Studies	Grade 8	Unit 4	Marking Period 4
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Focus Indicator	
6.1.4.A.3	<ul style="list-style-type: none"> ● Demonstrate appropriate behavior when collaborating with others.
6.1.4.A.4	<ul style="list-style-type: none"> ● Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
6.1.4.A.5	<ul style="list-style-type: none"> ● Distinguish the roles and responsibilities of the three branches of the national government.
6.1.4.A.6	<ul style="list-style-type: none"> ● Explain how national and state governments share power in the federal system of government.
6.1.4.A.7	<ul style="list-style-type: none"> ● Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.4.A.8	<ul style="list-style-type: none"> ● Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
6.1.8.A.3.a	<ul style="list-style-type: none"> ● Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this period.
6.1.8.A.3.b	<ul style="list-style-type: none"> ● 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.
6.1.12.A.2.d	<ul style="list-style-type: none"> ● Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

6.1.12.A.2.e	<ul style="list-style-type: none"> ● Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.
6.1.12.A.14.a	<ul style="list-style-type: none"> ● Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
6.1.12.A.14.b	<ul style="list-style-type: none"> ● Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
6.1.12.A.14.c	<ul style="list-style-type: none"> ● Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
6.1.12.A.14.d	<ul style="list-style-type: none"> ● Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
Companion Standards	
RH.9-10.1	<ul style="list-style-type: none"> ● Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2	<ul style="list-style-type: none"> ● Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.9-10.7	<ul style="list-style-type: none"> ● Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
WHST.9-10.4	<ul style="list-style-type: none"> ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.2.	<ul style="list-style-type: none"> ● 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. ● B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. ● C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● D. Establish and maintain a formal/academic style, approach, and form. ● E. Provide a concluding statement or section that follows from and supports the argument presented.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Open Discussion ● Open Debate ● Group Work ● Quick Writing ● Pop Do-Nows ● iCivics Packets ● Quiz Review Games - Quizlet Live, Kahoot ● iCivics “We, the Jury” Game ● Branches of Government Breakdown ● Crash Course Videos 	<ul style="list-style-type: none"> ● Legislative Branch Quiz ● Executive Branch Quiz ● Judicial Branch Quiz ● Political Cartoon Analysis - 3 Branches of Government ● How to Win the US Presidency - Video Analysis ● Year Long Project (Legislative Branch/ Executive Branch/Judicial Branch)
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Political Cartoons (American Government) ● Constitution: Article I ● Constitution: Article II ● Constitution: Article III ● Supreme Court Transcripts ● American Vision Textbook 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Documentary Film: How to Win the US Presidency</i> ● <i>Schoolhouse Rock- “I’m Just a Bill” Song</i> ● <i>iCivics Packets (Legislative, Executive and Judicial Branches)</i> ● <i>Cicero System Readings (Branches of Government, Supreme Court Cases)</i> ● http://www.njamistadcurriculum.net/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Public Speaking (End of Year Presentations of Year Long Projects) ● Research - Supreme Court Cases ● Consistent Academic Language 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Each of the three branches of the federal government has its own duties and responsibilities under the Constitution. ● The powers of each of the three branches of the government. 	<ul style="list-style-type: none"> ● How is power divided among the three branches of government?

- The federal system of government and the relationship between the state and federal governments.
- Congress is responsible for making the laws for the country within those powers granted to the federal government.
- Congress completes most of its' work in committee out of the view of the average American.
- The President of the country has a limited yet broad amount of power.
- The power of the President has increased over time.
- The Executive branch is currently the largest and most powerful branch of the government.
- The federal courts are necessary to continue an environment of law and order.

- Which branch had the most power at the beginning of the nation's history and how has that changed over time?
- How does each branch reflect the principles built into the Constitution in its duties?
- Which roles are key for each branch to fulfill so that the government can accomplish the tasks necessary for the nation to prosper?
- What does the national government do?
- How do domestic policies and agencies impact American lives, including the Environmental Protection Agency (e.g., clean air and water), the Department of Labor (e.g., minimum wage) and the Internal Revenue Service (e.g., Social Security, income tax)?
- How do non-governmental organizations influence legislation and policies at the federal, state, and local levels?
- What are the purposes, organization, functions, and interactions of the legislative, executive, and judicial branches of national, state, and independent regulatory agencies?
- What caused the major historical and contemporary conflicts over United States constitutional principles, including judicial review in *Marbury v. Madison*, slavery in the *Dred Scott* Decision, and separate but equal in *Plessy v. Ferguson*?
- How should the courts rule on contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act?
- Why are judicial review and the makeup of the Supreme Court vital to American society?

Appendix A

Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Mike Tiedeken & Beth Canzanese Revised By: Beth Canzanese and Dan Cosenza

Course Title: 8th Grade Social Studies

Unit Name: Creating a Government I: Up to the Constitution

Grade Level: 8

Approved: June, 2017

<p>Content Statements and Rationale:</p> <p>Understanding the colonial era and the colonists' relationship with England helps students to understand contemporary America, the development of American systems of government, and the establishment of a basic ideal of America as a nation. The events that led to the American Revolution provide insight concerning American character.</p>	<p>NJSLS:</p> <p>6.1: All 6.2: C All, D All, E All 6.4: C All, D All, E 1-4 6.5: All 6.6: All</p> <p>Companion Standards:</p> <p>RH 6-8..8-9 WHST 6-8. 1-3.</p>
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<p>Overarching Essential Questions:</p> <p>How did the Colonists transition from being citizens of Great Britain to forging their own nation?</p>	<p>Overarching Enduring Understandings:</p> <p>The colonists’ experiences in the new world armed them with a sense of independence and self sufficiency which gave them the power to win the Revolution.</p>
<p>Unit Essential Questions:</p> <p>How did colonists acquire a voice in their government?</p> <p>What are the roots of individual freedom in America?</p> <p>Support claims of how the societal changes of colonists affected their views toward Great Britain.</p> <p>How was Mercantilism a motivation for English interaction with the colonies?</p> <p>Why the colonists used Greece and Rome for models of government?</p> <p>In what ways did the English tradition influence American government?</p> <p>What other systems of government and economics exist or existed in the world?</p> <p>What led the colonists to open conflict with England?</p> <p>How did the Declaration of Independence, State Constitutions, and the Articles of Confederation act as precursors to the development of the US Constitution?</p>	<p>Unit Enduring Understandings:</p> <p>The colonial tradition of having a voice in their government resulted in the split with England. The Greek and Roman models of government and the English traditions were the roots of US government and individual freedom in America. A variety of systems of government and economics are a reflection of different cultures and historical experiences.</p> <p>The Declaration of Independence, State Constitutions, and the Articles of Confederation were precursors to the development of the US Constitution.</p> <p>Mercantilism played an important role in settling the 13 colonies.</p> <p>The challenges a struggling American government tried to deal with while forming a nation.</p> <p>The Declaration of Independence was a statement justifying the reasons for independence, the complaints with English rule, and the assertion that the colonists were not fairly represented.</p>

<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.</p> <p>Précis of primary documents and multimedia excerpts</p> <p>Development of an argument using sound reasoning supporting or refuting the colonists' claims in the Declaration of Independence.</p> <p>Identification and analysis of the battles of the American Revolution</p> <p>Presentation of the battles of the American Revolution</p> <p>Digital Literacy Benchmarks:</p> <p>Executive Functioning Skills Benchmarks:</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Close reading and précis of primary documents and/or visual and audio clips from the time period</p> <p>Engagement during Socratic Seminar and Discussion</p> <p>Capacity to research, analyze and report salient information</p>
<p>Key Terms (Essential Vocabulary):</p> <p>Government</p> <p>Mercantilism</p> <p>Independence</p> <p>Colony</p> <p>Revolution</p> <p>Taxation</p> <p>Self Sufficiency</p>	

<p>Resources:</p> <p>Text: Civics: Government and Economics in Action, Prentice Hall (2005)</p> <p>Internet</p> <p>Media Center Databases</p> <p>Primary Documents (Political, Social)</p> <p>Art and Music Excerpts</p> <p>Videos and Film Excerpts</p> <p>Johnny Tremain or any historical novel that is age appropriate and is a grade level Lexile</p>	
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Interdisciplinary Connections are identified with and I, followed by the related content area(s):</p> <p>Socratic seminar and Literature Circles</p> <p>Primary source close reading</p> <p>Mercantilism game</p> <p>Use of maps and data to identify and analyze thirteen original colonies USA (I: Math)</p> <p>Précis of primary documents and multimedia excerpts (I: Technology and Digital Literacy)</p> <p>Development and expression (either in writing or through multi-media presentation software) of an argument supporting or refuting the impact of geography on the birth of American voice and character</p> <p>Identification and analysis of economic systems in the colonies</p> <p>Closely read and compare with historical fact, a historical novel set in the colonial or constitutional period.</p> <p>Research and present an overview of types of governments in the contemporary world</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable.</p>	<p>Suggested Timeline:</p> <p>9 weeks</p>

<p>Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</p> <p>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</p> <p>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</p>	
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Appendix

<h3 style="margin: 0;">Differentiation</h3>

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	

- Creativity
- Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software