

Wayne Township Public Schools

Grade 7

Civics Unit 1

Curriculum Guide

Approved September 2022

Content Area:	Social Studies (Crosswalk)
Grade Level:	7
Course:	Civics
Unit Plan Title:	Civic-Minded: Foundations of Government
Time Frame:	5 weeks
Pacing Guide:	Click Here
NJ Mandates Addressed in this Unit of Study:	Amistad Law: N.J.S.A. 18A 52:16A-88 Holocaust Law: N.J.S.A. 18A:35-28 LGBTQIA+ and People with Disabilities Law: N.J.S.A. 18A:35-4.35 Asian and Pacific Islander (AAPI) Law: N.J.S.A. S4021 Laura Wooton Law: N.J.S.A. 18A:35-41 Climate Change
NJ Diversity & Inclusion Law:	N.J.S.A. 18A:35-4.36a : Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Unit Summary

The United States of America is unique among nations in that it was founded upon an idea. The founding of the U.S. government has been referred to as an "experiment" in democracy; as colonists broke away from the British monarchy and decided to form a novel new government with no absolute ruler. But the ideas for the U.S. government didn't appear out of thin air. In this unit, students will study the various precedents to and influences on the U.S. Constitution, including the concepts of natural rights, social contract theory, and limited government. Students will develop a better understanding of the foundation on which our nation stands. They will explore the key concepts and principles upon which the government of the United States was established as well as how those values make our government different from other government forms that exist or have existed in past human societies. Students will also try to identify their own values and work to understand how value conflicts can shape conflict and cooperation. The unit will conclude with an inquiry into the importance of voting and active citizenship in a democratic country like the United States.

2020 New Jersey Core Curriculum Content Standards for Social Studies:

Erg: 3. Revolution and the New Nation (1754–1820s)

Core Idea: *The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property 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.

Core Idea: *Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.*

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.

Core Idea: *Historical contexts and events shaped and continue to shape people's perspectives.*

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.

Disciplinary Concept: Civics, Government, and Human Rights: Civic and Political Institutions

Core Idea: *Political and civil institutions impact all aspects of people's lives.*

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

Core Idea: *Governments have different structures which impact development (expansion) and civic participation.*

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.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

Disciplinary Concept: Civics, Government, and Human Rights: Participation and Deliberation

Core Idea: *Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions*

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.

Disciplinary Concept: Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea: *In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.*

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.

Disciplinary Concept: Civics, Government, and Human Rights: Human and Civil Rights

Core Idea: *Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.*

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

2016 NJSLS for English/Language Arts Companion Standards: History, Social Studies, Science & Technical Subjects Grades 6-8

Reading History: Grades 6-8

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RH.6-8.2. 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.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History, Science and Technical Subjects: Grades 6-8

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- WHST.6-8.1. Write arguments focused on discipline-specific content.
 - 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.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aid comprehension.

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 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.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

2016 NJSLS for English Language Arts: Grade 7

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.7.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

2020 New Jersey Student Learning Standards for Visual and Performing Arts Grades 6-8

Media Arts

Artistic Process: Media Arts

Anchor Standard: *Developing and refining techniques and models or steps needed to create products.*

Develop and Construct

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.

Anchor Standard: Conveying meaning through art.

Present

1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.

2020 NJSLS for Career Readiness, Life Literacies, and Key Skills

Life Literacies and Key Skills

Disciplinary Concept: Creativity and Innovation

Core Idea: *Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.*

9.4.8.CI.2 -- Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3)

9.4.8.CI.3 -- Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

Disciplinary Concept: Critical Thinking and Problem Solving

Core Idea: *An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.*

9.4.8.CT.3 -- Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Disciplinary Concept: Digital Citizenship

Core Idea: *Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.*

9.4.8.DC.2 -- Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

Disciplinary Concept: Global and Cultural Awareness

Core Idea: *Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.*

9.4.8.GCA.2 -- Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Disciplinary Concept: Information and Media Literacy

Core Idea: *Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.*

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).

Core Idea: *Sources of information are evaluated for accuracy and relevance when considering the use of information.*

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).

Core Idea: *There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.*

9.4.8.IML.13 -- Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14 -- Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15 -- Explain ways that individuals may experience the same media message differently.

New Jersey Social Studies Disciplinary Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Developing Claims and Using Evidence

Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

Presenting Arguments and Explanations

Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized

	evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
Essential Questions	
<ul style="list-style-type: none"> • What are values? How do our values shape our understanding of the world, politics, and the common good? How do our values shape our government? • What are natural/human rights and how can natural/human rights be protected? How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? • Why do we need a government? What makes a government legitimate and what should the purpose of government be? • Where does US democratic come from? What traditions and ideas came together when the Founders established our democracy? • Why is "civic virtue" necessary for a democracy to survive? • How "free" are the democracies of the world today? 	
Enduring Understandings	
<ul style="list-style-type: none"> • The values we hold both individually and collectively, inform how we approach government and pursue the idea of the common good. • Government and authority serve purposes including protecting the weak from the strong, protecting individual rights, providing order and safety, settling arguments, and ensuring that benefits and burdens are fairly shared. 	

- Political and civil institutions vary between countries and impact all aspects of people's lives. Throughout history, different civilizations have prioritized different purposes for their governments based on the values that informed their societies.
- Every human being is entitled to certain "natural" rights. Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. The legitimacy of a government is based on consent of the governed, the rule of law and the protection of human rights.
- The American government was influenced by models for government and writers who developed ideas such as the importance of natural rights, just authority, and limited government.
- Voting and other civic engagement are key to the health of a democracy like ours

Instructional Goals, Activities, and Connected Standards/Mandates

Instructional Focus: Our Common Values

NJSLS & Mandates	Student Learning Targets	Learning Activities
-----------------------------	---------------------------------	----------------------------

<p><u>Social Studies</u> 6.3.8.CivicsPI.2 6.3.8.CivicsPI.4</p> <p><u>ELA Companion</u> RH.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-8.5 WHST.6-8.1</p> <p><u>Career Readiness,</u> <u>Life Literacies &</u> <u>Key Skills</u> LL: 9.4.8.IML.7 LL: 9.4.8.IML.13 LL: 9.4.8.IML.14 LL: 9.4.8.IML.15</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D</p> <p><u>Social Studies</u> <u>Disciplinary</u> <u>Practices</u> Engaging in Civil Discourse and Critiquing Conclusions</p>	<p>Recognize that core values are the fundamental beliefs of a person or organization.</p> <p>Evaluate how values connect to actions and decisions in class discussion.</p>	<p>Suggested Pacing: 1 Day</p> <p>Students will identify and prioritize their own values in an activity like one of the following:</p> <p>A. Values and Public Policy - Choices Program, or Worksheet, list and examples of actions and values aligning</p> <p>B. (Lesson extension options included in: Clarifying Values) and/or Have students use the internet to locate the mission statements of several corporations and organizations. You may want to assign a few familiar ones (e.g., Girl Scouts, McDonald's, the NBA). Have students analyze the different mission statements and generate a list of company values. What similarities are found? Do all companies stay true to their mission statements? Students should practice an APE format response during this task.</p> <p>C. Have students address the following in a reflective response or class discussion:</p> <ol style="list-style-type: none"> 1. Define "personal values." 2. Describe a decision you have made in your life, and explain how this decision relates to your personal values. 3. Why would someone make a decision against what he or she values? What problems could this cause?
<p><i>Instructional Focus: Determining the Common Good</i></p>		
<p>NJSLS & Mandates</p>	<p>Student Learning Targets</p>	<p>Learning Activities</p>

<p><u>Social Studies</u> 6.3.8.CivicsPI.2</p> <p><u>ELA Companion</u> RH.6-8.1 RH.6-8.4 RH.6-8.7 RH.6-8.10 WHST.6-8.4 WHST.6-8.6 WHST.6-8.10</p> <p><u>Career Readiness</u> <u>Life Literacies & Key Skills</u> LL: 9.4.8.CI.3 LL: 9.4.8.DC.2 LL: 9.4.8.GCA.2 LL: 9.4.8.IML.3</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D VPA: 1.2.8.Cr3b</p> <p><u>Social Studies Disciplinary Practices</u> Gathering and Evaluating Sources Engaging in Civil Discourse and Critiquing Conclusions</p>	<p>Identify and discuss our nation's core democratic values.</p> <p>Identify and prioritize different policies they value and articulate the importance of one of the core values of our democracy.</p>	<p><u>TCI Civics Alive! Foundations and Functions</u></p> <ul style="list-style-type: none"> • Reading Unit 1: Foundations of Government - Lesson 1, Section 6 <hr/> <p>Suggested Pacing: 2 Days</p> <p>Day 1: Common Good Activity</p> <ol style="list-style-type: none"> 1. (FA) Students will discuss what the common good is and how your values might change what you think is in the common good. <ol style="list-style-type: none"> a. Center for Civic Education: Commitment to the Common Good (60-sec. podcast) b. Discuss what is meant by the common good or assign the listed TCI reading (TCI Definition: something that is beneficial to all or most members of a community). c. Address why it might be difficult for people with different values to agree on what counts as the common good. 2. (FA) Possible Extension: Assign students to small groups. Set discussion rules. Assign groups to complete this prioritization task. The goal should be to determine common ground between their preferences. Afterwards debrief and discuss how the conversations went. <p>Day 2: What are Core Democratic Values Activity</p> <ol style="list-style-type: none"> 1. Introduce the idea that there are core values that are important to American democracy, possible resources include: Portions of this lesson plan introduce and list the CDVs Lesson plan with handouts 2. (FA) Students will choose one of the democratic values and create a poster,
---	---	--

		<p>slide, or other project exploring the value that:</p> <ol style="list-style-type: none"> Summarizes the value in their own words Find a famous quote about the value Find an image to represent the value <p>Resource Options for Teaching Civil Conversation:</p> <ul style="list-style-type: none"> Active Listening from Storycorps Civil Conversations for discussions about a reading The Citizen Discourse Compassion Contract
--	--	--


Instructional Focus: Human Rights

NJSLS & Mandates	Student Learning Targets	Learning Activities
<p><u>Social Studies</u> 6.3.8.CivicsHR.1</p> <p><u>ELA Companion</u> RH.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-8.10 WHST.6-8.1.A-E WHST.6-8.4 WHST.6-8.7 WHST.6-8.9 WHST.6-8.10</p> <p><u>Career Readiness.</u> <u>Life Literacies & Key Skills</u> LL: 9.4.8.CI.2 LL: 9.4.8.CI.3 LL: 9.4.8.CT.3</p>	<p>Suggested Pacing: 3 Days</p> <p>Define human rights, explain where they come from, and how they are best protected.</p> <p>Develop a set of inquiry questions to examine how free individual counties are.</p>	<p><u>TCI Civics Alive! Foundations and Functions</u></p> <ul style="list-style-type: none"> Reading Unit 2: The Origins and Purpose of Government - Lesson 2, Sections 1-2, optionally Lesson 18.4 <p><u>TCI History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> Reading Teacher Selections as Needed for Background Information <hr/> <p>Suggested Pacing: 3 Days</p> <p>Day 1: Defining Natural/Human Rights Activity View five-minute video summarizing John Locke's "revolutionary" ideas about natural rights. Listen to two podcasts:</p> <ul style="list-style-type: none"> Podcast 1

<p>LL: 9.4.8.IML.3 LL: 9.4.8.IML.7</p> <p><u>Interdisciplinary</u> ELA: SL.7.1.A-D ELA: SL.7.2 ELA: SL.7.5 ELA: SL.7.6</p> <p><u>Social Studies</u> <u>Disciplinary</u> <u>Practices</u></p> <p>Developing Questions and Planning Inquiry</p> <p>Engaging in Civil Discourse and Critiquing Conclusions</p> <p>Mandate(s) Holocaust</p>		<ul style="list-style-type: none"> • Podcast 2 <p>Understanding How the Idea of Human Rights Developed Activity such as (FA) Living Democracy-Unit 5: Rights, liberties and responsibilities: Lesson 1</p> <p>Day 2: Understanding How the Idea of Human Rights Developed Activity such as (FA) Living Democracy- Unit 5: Rights, liberties and responsibilities: Lesson 2</p> <p>Video: Eleanor Roosevelt and Human Rights</p> <p>Day 3: Beginning of TCI Civics Alive! Foundations and Functions Unit 2 Inquiry Project</p> <ol style="list-style-type: none"> 1. Read through the introduction to TCI Unit 2 inquiry project and watch its video. Brainstorm what it means to be a “free” country. 2. Examine the Universal Declaration of Human Rights Visual Universal Declaration of Human Rights - Discuss how select rights are necessary for a country to be “free” 3. (FA) Students should develop a series of inquiry questions they could research to determine if a country they research is truly “free”. They should be encouraged to add to this list over the unit.
<p><i>Instructional Focus: Why Government?</i></p>		
<p>NJSLS & Mandates</p>	<p>Student Learning Targets</p>	<p>Learning Activities</p>
<p><u>Social Studies</u> 6.3.8.CivicsPI.1 6.3.8.CivicsPI.2</p> <p><u>ELA Companion</u></p>	<p>Suggested Pacing: 2 Days</p> <p>Day 1: Compare and contrast the contributions of the work and ideas of</p>	<p>Suggested Pacing: 2 Days <u>TCI Civics Alive! Foundations and Functions</u></p> <ul style="list-style-type: none"> • Reading Unit 2: The Origins and Purpose of Government - Lesson 2, Sections 1-2



<p>RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.8 RH.6-8.9 RH.6-8.10 WHST.6-8.2.A-F WHST.6-8.4 WHST.6-8.6 WHST.6-8.9 WHST.6-8.10</p> <p><u>Career Readiness.</u> <u>Life Literacies & Key Skills</u> LL: 9.4.8.CI.3 LL: 9.4.8.GCA.2 LL: 9.4.8.IML.7</p> <p><u>Interdisciplinary</u> ELA: SL.7.1.A-D ELA: SL.7.2 ELA: SL.7.4</p> <p><u>Social Studies Disciplinary Practices</u></p> <p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p> <p>Seeking Diverse Perspectives</p> <p>Developing Claims and Using Evidence</p>	<p>Thomas Hobbes and John Locke and trace the development of the idea of the social contract.</p> <p>Define the terms: state of nature, natural rights, sovereign.</p> <p>Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</p> <p>Day 2: Identify and describe the four features of a state and analyze how they apply to the United States.</p> <p>List the four roles of government.</p> <p>Apply the features and roles of a state by creating a profile of a new, fictional sovereign state and deciding on its priorities.</p>	<ul style="list-style-type: none"> • <u>Activity</u>: Unit 2: NuCountry Group Activity <hr/> <p>Day 1: (FA) Distinguish between power and authority creating class definitions of each.</p> <p>(FA) iCivics Lesson: Why Government?</p> <p>Day 2: (FA) iCivics Lesson: The Sovereign State</p> <ul style="list-style-type: none"> • Instructional Note: The NuCountry Activity included in TCI could replace this activity.
<p>Instructional Focus: Types of Government</p>		
<p>NJSLS & Mandates</p>	<p>Student Learning Targets</p>	<p>Learning Activities</p>




<p><u>Social Studies</u> 6.3.8.CivicsPI.2</p> <p><u>ELA Companion</u> RH.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-8.10 WHST.6-8.4 WHST.6-8.6 WHST.6-8.7 WHST.6-8.9 WHST.6-8.10</p> <p><u>Career Readiness</u> <u>Life Literacies & Key Skills</u> LL: 9.4.8.IML.7</p> <p><u>Interdisciplinary</u> ELA: SL.7.1.A-D ELA: SL.7.2 ELA: SL.7.4 ELA: SL.7.5 ELA: SL.7.6</p> <p><u>Social Studies Disciplinary Practices</u> Developing Questions and Planning Inquiry Gathering and Evaluating Sources</p>	<p>Suggested Pacing: 4 Days</p> <p>Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p> <p>Compare major forms of government (autocracy, monarchy, dictatorship, representative and direct democracy, oligarchy, theocracy, anarchy) and apply those definitions to analyze examples of real-world governments.).</p>	<p><u>TCI Civics Alive! Foundations and Functions</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Unit 2: The Origins and Purpose of Government - Lesson 2, Sections 3-5 <p><u>TCI History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Teacher Selections as Needed for Background Information <hr/> <p>Suggested Pacing: 2-4 days</p> <p>Activity Choices</p> <ol style="list-style-type: none"> 1. (FA) iCivics Lesson: Who Rules? Forms of Government <ul style="list-style-type: none"> • (FA) A digital exit ticket asking students to represent one of the forms with its name, a picture, an example, and a phrase describing it should follow the lesson 2. (S, A/PB) Project: Create modified Frayer Models about each system. Students must include a definition, picture, example, and discussion of what values the system they chose to represent in their creation. Alternately, assign dioramas, designing storyboards (Storyboard That Activity), or skits, or another project-based experience in which students investigate different systems.
<p>Instructional Focus: Democracy and Civic Virtue</p>		
<p>NJSLS & Mandates</p>	<p>Student Learning Targets</p>	<p>Learning Activities</p>

<p><u>Social Studies</u> 6.3.8.CivicsPI.2</p> <p><u>ELA Companion</u> RH.6-8.1 RH.6-8.4</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> LL: 9.4.8.GCA.2</p> <p><u>Interdisciplinary</u> ELA: SL.7.3</p> <p><u>Social Studies Disciplinary Practices</u></p> <p>Taking Informed Action</p>	<p>Suggested Pacing: 2 Days</p> <p>Identify political institutions and principles in ancient Athenian democracy and discover aspects of Athenian democracy found in the U.S. Constitution.</p> <p>Prioritize essential elements of a democracy and discuss why voting and other forms of civic engagement matters in a democracy.</p>	<p><u>TCI Civics Alive! Foundations and Function</u></p> <ul style="list-style-type: none"> • <u>Reading</u>: Unit 2: Origins and Purposes of Government - Lesson 3 <hr/> <p>Suggested Pacing: 2 Days</p> <p>(FA) iCivics Lesson: A Dive into Democracy Associated extension activity is recommended for 1A.</p> <p>Choose One or Do Both and Follow Up with Ranking PDF:</p> <ul style="list-style-type: none"> • Center for Civic Education Podcasts: Civic Virtue Makes Republican Rule Possible •  What is Civic Engagement? <ul style="list-style-type: none"> • (FA) Ranking PDF: Identifying Essential Elements in a Democracy
---	--	---

Instructional Focus: Origin of US Government

NJSLS & Mandates	Student Learning Targets	Learning Activities
<p><u>Social Studies</u> 6.1.8.HistoryCC.3.d 6.1.8.HistoryUP.3.a 6.3.8.CivicsPR.1 6.3.8.CivicsPR.2</p> <p><u>ELA Companion</u> RH.6-8.3 RH.6-8.4 RH.6-8.6 RH.6-8.5 WHST.6-8.4</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> LL: 9.4.8.CT.3</p>	<p>Suggested Pacing: 3 Days</p> <p>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.</p> <p>Trace the impact of the following documents on the colonists' views of government:</p> <ul style="list-style-type: none"> • Magna Carta • English Bill of Rights • Mayflower Compact • Cato's Letters 	<p><u>TCI Civics Alive! Foundations and Functions</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Unit 2: The Origins and Purpose of Government - Teacher selections from Lessons 4-5 <p><u>TCI History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Teacher Selections as Needed for Background Information <hr/> <p>Suggested Pacing: 3 Days</p> <p>Day 1: Articles of Confederation vs. Constitution: iCivics Lesson: Wanted: A Just Right Government</p> <p>Days 2:</p>

<p><u>Interdisciplinary</u></p> <p>VPA: 1.2.8.Cr1a</p>	<ul style="list-style-type: none">• Thomas Paine's Common Sense <p>Compare and contrast the Articles of Confederation and the Constitution.</p>	<p>Students should complete a close reading of the Constitution's preamble, to annotate and note the goals and values it contains.</p> <ul style="list-style-type: none">• Option 1: Preamble Analysis• Option 2:  Copy of Preamble - Can they do th...• Option 3:  Preamble Activity.docx <p>We the People: Civics for Teens: Five Things to Know About the Constitution</p> <p>(FA) Exit Ticket: How did the Constitution establish a "more perfect union" than the Articles of Confederation?</p> <p>Days 3</p> <p>(FA) iCivics Lesson: Colonial Influences</p>
<i>Instructional Focus: Voting</i>		
NJSLS & Mandates	Student Learning Targets	Learning Activities

<p><u>Social Studies</u> 6.1.8.CivicsDP.3.a 6.3.8.CivicsPI.4 6.3.8.CivicsPD.3</p> <p><u>ELA</u> <u>Companion</u> RH.6-8.1-6 RH.6-8.8-9 WHST.6-8.1 A-E WHST 6-8.2 A-F WHST 6-8.4 WHST 6-8.9 WHST 6-8.10</p> <p><u>Career</u> <u>Readiness, Life</u> <u>Literacies & Key</u> <u>Skills</u> LL: 9.4.8.CT.3</p> <p><u>Interdisciplinary</u></p> <p><u>Mandate(s)</u> Amistad</p>	<p>Suggested Pacing: 4-5 Days</p> <p>Describe the typical process of registering to vote and what happens at the polling place and identify the types of choices voters typically encounter on ballots.</p> <p>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.</p> <p>Evaluate why voting is essential to a healthy democracy and how the electorate has changed over time.</p> <p>Debate whether voting should be mandatory for all American adults in a benchmark DBQ essay.</p>	<p>TCI <u>Civics Alive! Foundations and Functions</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Unit 5: Political Processes - Lesson 15, Section 7 <p>TCI <u>History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Teacher Selections as Needed for Background Information <hr/> <p>Suggested Pacing: 4-5 Days</p> <p>Day 1: Examine the NJ Voting Requirements The Spectrum of State Election Laws (Infographic)</p> <p>(FA) iCivics Lesson: Got Ballot</p> <p>Day 2 (FA) iCivics Lesson: Voting Rights</p> <p>Supplemental Videos:</p> <ol style="list-style-type: none"> 1. History of US Voting Rights 2.  The fight for the right to v... 3.  So You Think You Can Vo...
<p align="center"><u>Grade 7 SS Benchmark 1</u></p> <p align="center">(B) Administer (or review if completed earlier) the activity from SGO 1 & 2 here:  7th Grade Incorporating Evidence in DBQs 1</p> <p>Extension Reading Options:</p> <ul style="list-style-type: none"> • We the People Civics for Teens: Should Voting be Mandatory Pro/Con 		
<p align="center"><i>Instructional Focus: Free Government Inquiry</i></p>		
<p align="center">NJSLS & Mandates</p>	<p align="center">Student Learning Targets</p>	<p align="center">Learning Activities</p>

Social Studies

6.3.8.CivicsHR.1

ELA Companion

RH.6-8.1

RH.6-8.2

RH.6-8.4

RH.6-8.10

WHST.6-8.1.A-E

WHST.6-8.3

WHST.6-8.4

WHST.6-8.7

WHST.6-8.9

WHST.6-8.10

Career Readiness**Life Literacies &****Key Skills**

LL: 9.4.8.CI.2

LL: 9.4.8.CI.3

LL: 9.4.8.CT.3

LL: 9.4.8.IML.3

LL: 9.4.8.IML.7

Interdisciplinary

ELA: SL.7.1.A-D

VPA: 1.2.8.Pr.6a

Social Studies**Disciplinary****Practices**Developing
Questions and
Planning InquiryGathering and
Evaluating
SourcesPresenting
Arguments and
ExplanationsTaking Informed
Action**Suggested Pacing: 5 Days**

Construct a short poster report evaluating how free an assigned world democracy is.

Utilize a class display of posters to construct a paragraph answering the inquiry question: How free are democracies around the world?


Suggested Pacing: 4 Days**TCI Civics Alive! Foundations and Functions**

- Reading Unit 2: The Origins and Purpose of Government - Inquiry Project

Suggested Pacing: 5 Days

(S, A/PB) Students will complete the inquiry project they began in the human rights section.

1. Discuss: Do voting rights affect how free a country is?
2. Students will select or be assigned a democracy to examine using the questions they developed over the unit.
3. They will research their country using the guide provided in TCI or one created by their teacher. Recommended sources:
 - a. [Freedom House](#) Country Profiles
 - b. UDHR List
 - c. [Country Rankings: World & Global Economy Rankings on Economic Freedom](#)
4. Students should use report findings to create a poster that serves as a visual representation of the information.
5. Display posters in a gallery. Direct students to take notes from other posters in the gallery on the levels of freedoms in other countries (TCI guide)
6. Students should write an answer to the question: How free are democracies around the world? They should use information from the posters as evidence.

Mandate(s) Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change		
Integrated accommodations and modifications for the following students: <ul style="list-style-type: none"> • Special Education • ELL • At Risk • Gifted and Talented • 504 		<ul style="list-style-type: none"> • Differentiation Strategies for Special Education Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At-Risk Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for 504 Students
Assessments		
<p style="text-align: center;"><u>Benchmark (B)</u></p> <ul style="list-style-type: none"> • <i>SGO 1 and 2 DBQ Project Mini Q: Should Americans be Required to Vote? Students are expected to complete this activity independently to determine their ability to analyze a series of primary and secondary source documents, select the most appropriate evidence to back up a set of claims, and to compose an analytical response to a specific prompt. Student analytical writing goals and progress will be determined based on student performance on this initial benchmark assessment.</i> <div style="background-color: #e6f2ff; padding: 5px; margin-top: 5px;">  7th Grade Incorporating Evidence in DBQs 1 </div>		
<p style="text-align: center;"><u>Summative (S)</u></p> <ul style="list-style-type: none"> • Teacher-created tests and quizzes • Creating modified Frayer Models about each system or an alternative product that includes a definition, picture, example, and discussion of what values the system emphasizes. or and equivalent project in the form of dioramas, visual projects, or skits. • Inquiry Project from TCI Civics Unit 2 and student-created gallery walk analysis activity 		
<p style="text-align: center;"><u>Alternative/Project Based (A/PB)</u></p> <ul style="list-style-type: none"> • Creating modified Frayer Models about each system or an alternative product that includes a definition, picture, example, and discussion of what values the system emphasizes. or and equivalent project in the form of dioramas, visual projects, or skits. • Inquiry Project from TCI Civics Unit 2 and student-created gallery walk analysis activity 		
<p style="text-align: center;"><u>Formative (FA)</u></p>		

- All formative assessments are located in the Learning Activities section above and are labeled with an (FA)

Suggested Unit Vocabulary

1. **value:** fundamental beliefs of a person or organization
2. **prioritize:** to decide which of a group of things are the most important so that you can deal with them in order of importance
3. **mandatory:** required

Sourced from TCI (some appear in iCivics):

4. **common good:** something that is beneficial to all or most members of a community
5. **monarchy:** a system of government in which a single ruler exercises supreme power based on heredity or divine right. In a monarchy, the right to rule passes from one generation of the ruling family to the next.
6. **dictatorship:** a system of government in which a single person or group exercises supreme power by controlling the military and police
7. **authoritarian (totalitarian) regime:** a system of government in which the state exercises broad control over the lives of its citizens (an extreme form of this is totalitarian)
8. **oligarchy:** a government in which the ruling power is in the hands of a few people
9. **theocracy:** a government headed by religious leaders
10. **democracy:** a system of government in which citizens exercise supreme power, acting either directly on their own or through elected representatives
11. **limited government:** a political system in which government powers are restricted, usually by a written constitution
12. **constitution:** a set of rules that guides how a country, state, or organization works and how government powers and duties are distributed
13. **constitutional democracy:** a democratic government based on a written constitution
14. **direct democracy:** a democratic form of government in which citizens make public decisions directly, either in a popular assembly or through a popular vote
15. **representative democracy:** a democratic form of government in which elected representatives make public decisions on behalf of the citizens
16. **parliamentary democracy:** a political system in which voters elect lawmakers to represent them in the nation's parliament; the elected lawmakers choose a prime minister to head the executive branch

17. **presidential democracy:** a political system in which voters choose a president to lead the government as head of the executive branch
18. **republic:** a system of government in which supreme power rests with the citizens and is exercised by their elected representatives
19. **constitutional monarchy:** a system of government in which the powers of a monarch are limited by a constitution, either written or unwritten
20. **absolute monarchy:** a government led by a hereditary ruler who claims unlimited powers
21. **economic system:** a way of organizing the production and consumption of goods and services
22. **government-controlled economy:** an economic system that relies mainly on the central government to determine what goods and services to produce and how to produce them; also called a command economy or communist system
23. **capitalism:** an economic system in which individual investors, or capitalists, privately own the means of production; also known as a free enterprise system or market economy
24. **mixed economy:** an economic system that combines market forces with elements of a government-controlled economy
25. **antisemitism:** policies, views, and actions that discriminate against Jewish people
26. **genocide:** the systematic killing of a racial, political, or cultural group
27. **popular sovereignty:** the principle that the people are the ultimate source of the authority and legitimacy of a government
28. **social contract:** an agreement in which people give power to a government in exchange for protections (Hobbes) [and other benefits like natural rights(Locke)]
29. **individual/natural/human rights:** the rights and liberties that all people have by virtue of being human (Locke's natural rights = life, liberty, property)
30. **self-government:** a government of a state, community, or other body controlled by its members
31. **absentee ballots:** a ballot that voters can use to vote instead of going to a polling place; often a mail-in ballot
32. **polling place:** the location in each precinct where voters cast ballots
33. **poll watchers:** a volunteer who monitors the voting process at the polling place
34. **voter registration:** the process of signing up to vote
35. **voter turnout:** the proportion of the voting-age population that actually votes

Sourced from iCivics:

36. **state of nature:** a chaotic image of human life before governments existed in which everyone had a right to everything
37. **tabula rasa:** blank slate or page, used by Locke to describe the human mind at birth
38. **state:** a body of people, living in a defined space, with the power to make AND ENFORCE laws, and with an organization to do this. It is the highest authority in its territory. This is different from subordinate "states" like those that make up the United States, which is a state as a whole in this sense.
39. **population:** the group of people who are the members or citizens of a state
40. **territory:** area in which a state's rule applies
41. **sovereignty:** (pronounced SAW-vren-tee) is the ability to rule absolutely within a territory. The principle of sovereignty means that all states are considered equal to each other, and no state may interfere in the affairs of another state
42. **government:** the organization inside a state that controls the actions and policies of the state that makes laws, provides protection against outside enemies, organizes law enforcement, and provides other services.
43. **anarchy:** the absence of government
44. **civic participation:** citizens having an active role in government
45. **Magna Carta:** English document (1215) that limited the power of the king and protected rights of nobles, introducing the ideas of limited government, rule of law, and due process. It also created the Parliament, a legislative group.
46. **ballot:** voting form
47. **popular referendum:** a new law placed on a ballot for voters to decide on

Instructional Resources

Digital and Print Texts

- *Civics Alive! Foundations and Functions* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- *History Alive! The United States Through Modern Times* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- [iCivics](https://www.icivics.org), iCivics. (n.d.). iCivics. [icivics.org](https://www.icivics.org)
- *DBQ Online*. (2022). *The DBQ Project*. [Dbqonline.com](https://www.dbqonline.com)
- [We the People: Civics for Teens \(Teaching Kids How Government Works | Social Studies, Media Literacy and Active Citizenship for Students in Grades 7-10, n.d.\)](#)

Digital Supplemental Instructional Tools/Resources

- Storyboard That
- Breakout EDU
- iCivics
- Gimkit
- Gimkit Ink
- Google Suite for Education
- Blooket
- Listenwise
- Flocabulary
- Edulastic
- A Starting Point
- Edpuzzle
- YouTube
- Pear deck
- DBQ Project
- TCI Online Textbook

Student Materials

- [Who Rules? Student Materials](#)
- [Frayer Model Graphic Organizers](#)
- Resources mentioned in Learning Activities collected in [Drive Folder](#) where possible

Teacher Materials

- [Active Listening](#) Lesson Plan
 - Lesson: *The Power of Active Listening* – StoryCorps. (n.d.). StoryCorps. Retrieved May 13, 2022, from <https://storycorps.org/discover/education/lesson-the-power-of-active-listening/>
- [Cal Humanities Preamble Unit Plan and Lesson Activities](#)

- Brouhard, J. (2012, May 16). *Teaching Democracy: What was the purpose of the preamble?* (1st ed.) [Unit Plan]. Regents of the University of California.
- Center for Civic Education Podcasts: [Civic Virtue Makes Republican Rule Possible](#), [Human Rights Defined](#), [The Universal Declaration of Human Rights](#)
 - Center for Civic Education. (n.d.). *60-Second Civics: Episode 1161, Civic Virtue Makes Republican Government Possible* [Podcast]. 60 Second Civics. Retrieved June 16, 2022, from <https://files.civiced.org/podcasts/60SecondCivics/60SecondCivics-Episode3836.mp3>
 - Center for Civic Education. (n.d.). *60-Second Civics: Episode 3836, The elements of democracy, Part 29: Human rights defined* [Podcast]. 60 Second Civics. Retrieved June 16, 2022, from <http://files.civiced.org/podcasts/60SecondCivics/60SecondCivics-Episode1161.mp3>
 - Center for Civic Education. (n.d.). *60-Second Civics: Episode 3766, The Universal Declaration of Human Rights* [Podcast]. 60 Second Civics. Retrieved June 16, 2022, from <http://files.civiced.org/podcasts/60SecondCivics/60SecondCivics-Episode3766.mp3>
- Christian Lynn, (2022). [Defining Your List of Values and Beliefs \(with 102 examples\)](#). SoultSalt. <https://soulsalt.com/list-of-values-and-beliefs/>
- [Civil Conversations](#) for discussions about a reading
 - Constitutional Rights Foundation (Ed.). (NA). *Conducting a Civil Conversation in the Classroom* [Lesson Plan]. Constitutional Rights Foundation.
- [Civics Alive! Foundations and Functions \(1st ed.\)](#). (2022). TCI. [TCI.com](#)
- [Clarifying Values](#)
 - Community for Education Foundation. (2012). *Confidence Building: Middle School*.
- [Core Values of American Constitutional Democracy](#)
 - Michigan Department of Education. (n.d.) "Helping Teachers Teach and Children Learn."
- DBQ Online. (2022). *The DBQ Project*. [Dbqonline.com](#)
- The Economist Educational Foundation Team (2022). *Topica Talk The Economist*. [Topical Talk - The Economist Educational Foundation](#)
- Facing History and Ourselves. (2022). *Defining Human Rights*. <https://www.facinghistory.org/resource-library/standing-democracy/defining-human-rights>
- Facing History and Ourselves. (2022). *UDHR Infographic*. [UDHR Infographic | Facing History and Ourselves](#)
- [Ethics Primer](#) Lesson Plan: *Values and Choices*
 - Northwest Association for Biomedical Research. (2022). *Ethics Primer*. Northwest Association for Biomedical Research.
- The Fraser Institute. "Essential John Locke: Natural Freedom and Rights" YouTube video, March 12, 2020. [Essential John Locke: Natural Freedom and Rights](#)
- Frayer Model for Vocabulary Instruction Materials
 - [Description and explanation of model as a vocabulary instructional tool](#)

- The Teacher Tool Kit. (n.d.). *Frayer Model*. The Teacher Toolkit. Retrieved June 16, 2022, from <https://www.theteachertoolkit.com/index.php/tool/frayer-model>
- [Frayer Model Templates and Graphic Organizers](#)
- Georgia Public Broadcasting. (n.d.) "History of U.S. Voting Rights | Things Explained." *PBS Learning Media*. <https://ny.pbslearningmedia.org>
- Griffin, Nikki Beaman . "The fight for the right to vote in the United States" YouTube video, Ted-Ed. November 5, 2013. [The fight for the right to vote in the United States - Nicki Beaman Griffin](#)
- Helmstetter, Dominic. @Dhelmedu. (2022.) [The Cost of Freedom and Liberty](#). Twitter.com
- *History Alive! The United States Through Modern Times* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- [iCivics](#), iCivics. (n.d.). iCivics. [icivics.org](https://www.icivics.org)
- Learning to Give. (2022). [Where Do We Learn CDVs?](#) Learningtogive.org.
- [Living Democracy: Unit 5](#)
 - Gollob, R., Huddelston, T., Krapf, P., Rowe, D., & Taleman, W. (2008). *Unit 5: Rights, liberties, and responsibilities* (R. Gollob & P. Krapf, Eds.; Vol. III) [Unit Plan]. Council of Europe Publishing.
- The Learning Network. (n.d.) *Identifying Essential Elements in a Democracy*. *The New York Times*. [Identifying Essential Elements in a Democracy.pdf](#)
- NJ Department of State. (2021) "NJ Voter Information Portal." *NJ Division of Elections*. <https://www.state.nj.us/state/elections/voter-registration.shtml>
- Presidential Precinct. "What is Civic Engagement?" YouTube video, March 20, 2019. [What is Civic Engagement?](#)
- [Purpose of Government Lesson Plan](#)
- Roughton, Kevin. (n.d.) "The Preamble." *Teach With Magic*. www.mrroughton.com
- Scholastic. (2018.) "We the People [Preamble Analysis]." in *Scholastic News*.
- [Simplified Version of the UDHR by the UN](#)
- [Storyboard That Introduction to Government Activity](#)
 - Storyboard That. (n.d.). *Introduction to Government for Kids | Forms of Government*. Storyboard That. Retrieved June 16, 2022, from <https://www.storyboardthat.com/lesson-plans/introduction-to-government>
- Totoro, Molly, (2017). Values and Beliefs [Worksheet](#). *The Cutest Blog on the Block*. Retrieved 1 August, 2022.
- [Wayne Township Public Schools Grades 6-8 ELA Analytical Writing Rubric](#)
- [Wayne Township Public Schools Grades 6-8 SS Standards Based DBQ Continuum](#)
- [We the People: Civics for Teens \(Teaching Kids How Government Works | Social Studies, Media Literacy, and Active Citizenship for Students in Grades 7-10, n.d.\)](#)

- We the Voters. (2016). "So You Think You Can Vote?" YouTube video, October 12, 2016. [So You Think You Can Vote?](#)

Wayne Township Public Schools

Grade 7

Civics Unit 2

Curriculum Guide

Approved September 2022

Content Area:	Social Studies (Crosswalk)
Grade Level:	7
Course:	Civics
Unit Plan Title:	STRUCTURE OF US GOVERNMENT
Time Frame:	6-7 weeks (ideally 2 weeks per branch)
Pacing Guide:	See Attached District Pacing Guide
NJ Mandates Addressed in this Unit of Study:	Amistad Law: N.J.S.A. 18A 52:16A-88 hgv Holocaust Law: N.J.S.A. 18A:35-28 LGBTQIA+ and People with Disabilities Law: N.J.S.A. 18A:35-4.35 Asian and Pacific Islander (AAPI) Law: N.J.S.A. S4021 Laura Wooton Law: N.J.S.A. 18A:35-41 Climate Change
NJ Diversity & Inclusion Law	N.J.S.A. 18A:35-4.36a : Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.
Unit Summary	
<p>This unit examines how the foundational concepts behind the Founders' work inspired a system of government based on key principles including the separations of powers, limited government, federalism, and individual rights. Students will examine the role of each of the three branches by taking an active part in simulations and inquiry related to a variety of government processes. For example, they will complete an essay task evaluating federal budget priorities from a legislative perspective, investigate what powers Presidents do have to affect change, engage in foreign policy simulations, and create a presentation on a landmark Supreme Court Case. They will also investigate examples of civic virtue demonstrated by exemplary figures who filled those offices in the past and gain insight into the many roles of government in our society and develop a sense of civic literacy about the workings of government.</p>	
2020 New Jersey Core Curriculum Content Standards for Social Studies:	

Era: 3. Revolution and the New Nation (1754–1820s)

Core Idea: *Political and civil institutions impact all aspects of people's lives.*

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.

Core Idea: *Examining historical sources may answer questions but may also lead to more questions.*

6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

Era: 4. Expansion and Reform (1801–1861)

Core Idea: *Historical events and developments are shaped by social, political, cultural, technological, and economic factors.*

6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

Disciplinary Concept: Civics, Government, and Human Rights: Civic and Political Institutions

Core Idea: *Governments have different structures which impact development (expansion) and civic participation.*

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

Disciplinary Concept: Civics, Government, and Human Rights: Participation and Deliberation

Core Idea: *Civic participation and deliberation are the responsibility of every member of society.*

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

Disciplinary Concept: Civics, Government, and Human Rights: Democratic Principles

Core Idea: *The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.*

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.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

Disciplinary Concept: Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea: *In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.*

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.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.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

2016 NJSLS for English/Language Arts Companion Standards: History, Social Studies, Science & Technical Subjects Grades 6-8

Reading History: Grades 6-8

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RH.6-8.2. 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.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History, Science and Technical Subjects: Grades 6-8

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- WHST.6-8.1. Write arguments focused on discipline-specific content.
 - 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.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Establish and maintain a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- WHST.6-8.3. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 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.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Standards: 2016 NJSL for English Language Arts: Grade 7

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - 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.
 - B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.7.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Interdisciplinary Standards: 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking

Design Thinking

Disciplinary Concept: Engineering Design

Core Idea: *Engineering design requirements and specifications involve making trade-offs between competing requirements and desired design features.*

8.2.8.ED.7 -- Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

2020 NJSLS for Career Readiness, Life Literacies, and Key Skills

Life Literacies and Key Skills

Disciplinary Concept: Creativity and Innovation

Core Idea: *Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.*

9.4.8.CI.3 -- Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

Disciplinary Concept: Critical Thinking and Problem Solving

Core Idea: *Multiple solutions often exist to solve a problem.*

9.4.8.CT.1 -- Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

Core Idea: *An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.*

9.4.8.CT.3 -- Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Disciplinary Concept: Digital Citizenship

Core Idea: *Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.*

9.4.8.DC.1 -- Analyze the resource citations in online materials for proper use

9.4.8.DC.2 -- Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

Disciplinary Concept: Global and Cultural Awareness

Core Idea: *Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.*

9.4.8.GCA.1 -- Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2 -- Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Disciplinary Concept: Information and Media Literacy

Core Idea: *Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.*

9.4.8.IML.1 -- Critically curate multiple resources to assess the credibility of sources when searching for information

Core Idea: *Sources of information are evaluated for accuracy and relevance when considering the use of information.*

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, 7.1.1.NH. IPRET.8).

Disciplinary Concept: Technology Literacy

Core Idea: *Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.*

9.4.8.TL.3 -- Select appropriate tools to organize and present information digitally.

New Jersey Social Studies Disciplinary Practices

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence

	responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
Essential Questions	
<ul style="list-style-type: none"> How did the Constitution craft a government intended to balance the need for secure and stable government with the protection of individual rights? How does our democracy reach decisions and construct laws? What role does the separation of powers in our government play in reaching democratic decisions? How well does the federal government's design achieve its intended goals? 	
Enduring Understandings	
<ul style="list-style-type: none"> Political and civil institutions impact all aspects of people's lives. The United States Constitution and Bill of Rights were designed to provide a framework for the United States federal system of government, while also protecting individual rights. It is designed to try to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. Congress represents the diverse interests of the American people and is the most important link between citizens and the federal government. Lawmaking is the primary and most important function of Congress, but members of Congress must fulfill several roles as lawmakers, politicians, and servants of their constituents. 	


- The Constitution defines the roles and qualifications of the President. The role of the Executive Branch has expanded since our nation was founded. Historically the President has stretched the powers of the office and debate continues over this issue today.
- The Constitution created a Supreme Court, defined its powers and set the terms of federal judicial appointments. The Supreme Court makes decisions that will impact the country for years to come. The inferior constitutional courts form the core of the federal judicial system. The power of judicial review laid the foundation for the judicial branch's key role.

Instructional Focus: Constitutional Principles

NJSLS & Mandates	Student Learning Targets	Learning Activities
<p><u>Social Studies</u> 6.1.8.CivicsPI.3.b 6.3.8.CivicsPI.4 6.3.8.CivicsPR.2</p> <p><u>ELA Companion</u> RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6. RH.6-8.7 RH.6-8.8 RH.6-8.9</p> <p><u>Career Readiness</u> <u>Life Literacies & Key Skills</u> LL: 9.4.8.CT.3</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D</p> <p><u>Social Studies Disciplinary Practices</u></p> <p>Seeking Diverse Perspectives</p>	<p>1. 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</p> <p>2. Explain how the rule of law protects individual rights and preserves the common good.</p> <p>Recognize the influence of the rule of law on the development of the American legal, political, and governmental systems, including the role of Marbury v. Madison.</p> <p>Examine how the rule of law affects everyday life.</p> <p>3. Explain the structure, function, and powers of the U.S. government as established in the Constitution.</p>	<p><u>TCI Civics Alive! Foundations and Functions</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Unit 3:The Organization and Functions of US Government - Teacher Selections from Lesson 6, including Section 5 <hr/> <p>1. (FA)ICivics Lesson on LIMITED GOVERNMENT</p> <p>2. (FA)ICivics lesson on Rule of Law Activity - Lesson Plan</p> <p>3. ICivics Lesson: Anatomy of the Constitution or selections from TCI reviewing the parts of the Constitution.</p>

Supplemental Reading Options: [Three Branches Reading](#), and hyperlinked resources, [Separation of Powers | Free US Government Articles for Students in Grades 7-10](#), [How Washington Works](#) and hyperlinked resources


Instructional Focus: The Legislative Branch

NJSLS & Mandates	Student Learning Targets	Learning Activities
<p><u>Social Studies</u> 6.3.8.CivicsPI.4 6.3.8.CivicsPD.2 6.3.8.CivicsDP.1 6.3.8.CivicsPR.2 6.3.8.CivicsPR.3 6.3.8.CivicsPR.5 6.3.8.CivicsPR.7</p> <p><u>ELA Companion</u> RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.7 RH.6-8.10 WHST.6-8.1 A-E WHST 6-8.2 A-F WHST.6-8.3-6 WHST 6-8.9-10</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> LL: 9.4.8.CI.3 LL: 9.4.8.CT.1 LL: 9.4.8.GCA.1 LL: 9.4.8.GCA.2 LL: 9.4.8.IML.1</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.2. ELA: SL.7.4.</p>	<p>Overall: Compare how ideas become laws at the local, state, and national level.</p> <p>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</p> <p>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.</p> <p>1. Explain the structure, process, and powers of the legislative branch of the U.S. federal government.</p> <p>Identify the legislative branch's role in the system of checks and balances/separation of powers.</p> <p>Analyze a primary source (excerpts of Article I).</p> <p>2. Describe how a bill becomes a law</p> <p>Investigate members of Congress and their role in the law-making process</p>	<p>TCI Civics Alive! Foundations and Functions</p> <ul style="list-style-type: none"> • <u>Reading</u> Unit 3:The Organization and Functions of US Government - Teacher Selections from Lesson 8 • <u>Optional Activity:</u> New Legislative Aide Orientation Activity in Lesson 8 <p>TCI History Alive! The US Through Modern Times</p> <ul style="list-style-type: none"> • <u>Reading</u> Teacher Selections as Needed for Background Information <hr/> <p>1. Video Introduction to the Legislative Branch  iCivics Legislative Branch Video , Congress in a Flash! - Lesson Plan</p> <p>2. Making Laws iCivics; Can You BILL-ieve It? (Infographic) iCivics, Leadership & the Agenda (Infographics) iCivics</p> <p>a. GT EXTENDED Supplemental Activity Option: Fantasy Congress Game: Use data from Fantasy Congress</p>

<p>ELA: SL.7.6. DT: 8.2.8.ED.7</p> <p><u>Mandate(s)</u> AAPI</p> <p><u>Social Studies</u> <u>Disciplinary</u> <u>Practices</u></p> <p>Engaging in Civil Discourse and Critiquing Conclusions</p> <p>Presenting Arguments and Explanations</p> <p>Taking Informed Action</p> <p>Developing Claims and Using Evidence</p>	<p>3. Model the bicameral lawmaking process by participating in a role-play activity to design a school cell phone policy.</p> <p>4. Describe factors that members of Congress consider when deciding how to vote on a bill</p> <p>Simulate the decision making process of voting as a member of Congress</p> <p>5. Simulate the law-making process of the US Congress.</p> <p>Explain the role of compromise in the lawmaking process.</p> <p>Make connections between bill amendments and the values it represents.</p> <p>6. Describe the achievements of Patsy Mink and her impact on the U.S.</p> <p>Identify why Mink chose to participate in government</p> <p>7. Write an analytical essay, synthesizing understanding gained from a set of simulated research sources about the priorities of the federal budget</p>	<p>(data/points are free without subscription) to run a Fantasy Football style game with periodic updates on your team's highlights. Fantasy Congress Play for Free</p> <p> Copy of SHARE of FANTASY CON...</p> <p>3. (FA) Why Do We Have A House And Senate, Anyway? iCivics (SIMULATION)</p> <p>4. (FA) Voting In Congress iCivics - (SIMULATION)</p> <p>5. LawCraft Game and LawCraft Extension Pack iCivics(SIMULATION)</p> <p>6. Patsy Mink Case Study - why someone chooses to serve in Congress AAPI</p> <p>7. (S)DBQ PROJECT: Does the Budget match the intentions of the Preamble? accompanied by Teacher DBQ instruction</p>
<p>Instructional Focus: The Executive Branch and Domestic Policy</p>		
<p>NJSLS & Mandates</p>	<p>Student Learning Targets</p>	<p>Learning Activities</p>

<p><u>Social Studies</u> 6.1.8.CivicsPI.3.a 6.1.8.HistorySE.3.a 6.3.8.CivicsPI.4 6.3.8.CivicsPD.2 6.3.8.CivicsPR.2 6.3.8.CivicsPR.5 6.3.8.CivicsPR.7</p> <p><u>ELA Companion</u> RH.6-8.1 RH.6-8.2 RH.6-8.7 RH.6-8.10</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> LL: 9.4.8.Cl.1</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.2. ELA: SL.7.3</p> <p><u>Mandate(s)</u> Amistad AAPI</p> <p><u>Social Studies Disciplinary Practices</u> Seeking Diverse Perspectives</p>	<p>Overall: Compare how ideas become laws at the local, state, and national level.</p> <p>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.</p> <p>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.</p> <p>1. Explain how actions of early U.S. presidential administrations established a strong federal government.</p> <p>Describe ways in which the early changes in leadership were peaceful transitions of power.</p> <p>Understand both the importance of the central government to the early nation and the tension it created.</p> <p>2. List the six roles of the President of the United States</p> <p>Cite Article II of the Constitution as the source of the powers of the president</p> <p>3. Describe powers and responsibilities of the executive branch described in Article II of the U.S. Constitution</p>	<p><u>TCI Civics Alive! Foundations and Functions</u></p> <ul style="list-style-type: none"> • <u>Readings:</u> Unit 3:The Organization and Functions of US Government - Teacher Selections from Lesson 9 <p><u>TCI History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Teacher Selections as Needed for Background Information such as Lesson 30 - Investigating Primary Sources: What is Watergate's Most Important Legacy <hr/> <p>1. (FA) Nationbuilder in Chief iCivics</p> <p>2. Six Roles of the President (Infographic) iCivics, President Role Reading and hyperlinks</p> <p>3. (FA) For The President, All In A Day's Work iCivics, Being President iCivics</p>
--	--	--

<p>Evaluate the difficulty of certain presidential responsibilities.</p> <p>Name the current president and vice president and their political party</p> <p>Understand presidential succession and identify the officeholders next in line to become president</p> <p>Identify key departments in the executive branch</p> <p>4. Understand the purpose and outcomes of declaring a state of emergency</p> <p>Recognize the extent and the limits of the power of the executive who makes the declaration</p> <p>5. Examine the role of the Vice President and the significance of Kamala Harris holding the office</p> <p>6. Explain the roles and responsibilities of executive departments and the president’s cabinet.</p> <p>Examine regulatory agencies and their social, economic, and political impact on the country.</p> <p>7. Use evidence from several sources to support analysis and answer questions about Executive Order 10730.</p> <p>Describe why Eisenhower used Executive Order 10730 to desegregate Central High School</p>	<p>4. Shedding Light on a State of Emergency (Infographic) iCivics</p> <p>5. Mini-Lesson: Vice President iCivics, PBS NewsHour Extra - What does Kamala Harris as vice president mean to many? — Pear Deck (Amistad, AAPI)</p> <p>6. (FA) A Very Big Branch iCivics</p> <p>7. Define Executive Order, Examine a Executive Order,resources in Little Rock: Executive Order 10730 iCivics</p>
--	--


	<p>Describe the interplay between the federal and state government.</p> <p>8. Utilize primary sources to support a claim about the most important legacy of Watergate.</p>	<p>8. (FA)TCI History Alive! Lesson 30 - Investigating Primary Sources: What is Watergate's Most Important Legacy,  History vs. Richard Nixon - Alex Gendler</p>
Instructional Focus: The Executive Branch and Foreign Policy		
NJSLS & Mandates	Student Learning Targets	Learning Activities
<p><u>Social Studies</u> 6.1.8.CivicsPI.3.b 6.1.8.HistoryCC.4.a 6.3.8.CivicsPI.4 6.3.8.CivicsPD.2 6.3.8.CivicsPR.2 6.3.8.CivicsPR.5 6.3.8.CivicsPR.7</p> <p><u>ELA Companion</u> RH.6-8.1-4 RH.6-8.7 RH.6-8.10 WHST.6-8.6 WHST.6-8.10 WHST.6-8.1 A-E WHST 6-8.2 A-F WHST 6-8.3-4 WHST 6-8.9-10</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> LL: 9.4.8.GCA.1 LL: 9.4.8.GCA.2</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D SL.7.2. SL.7.3</p>	<p>Overall: Compare how ideas become laws at the local, state, and national level.</p> <p>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.</p> <p>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.</p> <p>1. Distinguish between foreign and domestic policy by analyzing examples of both.</p> <p>Determine how the executive and legislative branches share foreign policy powers by matching powers with branches.</p> <p>Categorize current and historical examples of foreign policy in action by analyzing the examples and matching</p>	<p><u>TCI Civics Alive! Foundations and Functions</u></p> <ul style="list-style-type: none"> <u>Readings:</u> Unit 6: Contemporary Issues in World Affairs - Teacher Selections from Lessons 17-18 <p><u>TCI History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> <u>Reading</u> Teacher Selections as Needed for Background Information <hr/> <p>1. (FA) Foreign Policy: War & Peace and Everything In Between iCivics</p>

<p>Mandate(s) Holocaust</p>	<p>them with the correct foreign policy tool.</p> <p>2. Define foreign policy. Distinguish between isolationism and internationalism.</p> <p>Explain the relationship between the national interest and U.S. foreign policy.</p> <p>Make judgments about the effectiveness of various diplomatic strategies in a variety of situations.</p> <p>Distinguish between aid, sanctions, and military force as foreign policy tools.</p> <p>3. Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements. Describe conflict and cooperation using past and current events, including the Vietnam War, the War in Afghanistan, the Kyoto Protocol, and the tsunami in Japan.</p> <p>Analyze the conditions, actions, and motivations of past and current international events.</p> <p>4. Identify the following key terms: sphere of influence, containment, capitalism, communism, propaganda, Truman Doctrine, Cold War, NATO, Warsaw Pact, and Marshall Plan.</p> <p>Describe times that the U.S. has been influenced or has influenced other sovereign nations.</p>	<p>2. Diplomacy - Diplomatic Strategies Lesson Plan iCivics</p> <p>3. Conflict and Cooperation iCivics</p> <p>4. International Influence - Sphere of Influence Lesson Plan iCivics</p>
--	---	--

	<p>Explain the tension between western and eastern allies during the Cold War.</p> <p>Evaluate the effect of economic, military, and cultural influence on other nations.</p> <p>5. Identify the purposes and functions of international organizations including the following organizations: UN, EU, NATO, World Bank, Red Cross/Crescent, and World Health Organization.</p> <p>Analyze the impact that international organizations can have on the lives of individuals.</p> <p>6. Explain the basics of foreign policy-making in the United States.</p> <p>Evaluate the effectiveness of various foreign policy options in a variety of situations.</p> <p>7. Engage in simulated executive branch decision-making to understand how conflicting points of view are addressed in a democratic society.</p>	<p>5. International Organizations iCivics, Global Toolbox (Infographic) iCivics</p> <p>6. (S) Convene the Council iCivics and Extension Pack</p> <p>7. (S) SIMULATION:</p> <ol style="list-style-type: none"> Teach with Magic - Situation Simulation or Executive Command Extension Pack iCivic GT OPTION: iThrive Lives in Crisis Simulation (teachers need to sign up for free ahead of time) Leading Through Crisis - iThrive Games Foundation
Instructional Focus: The Judicial Branch		
NJSLS & Mandates	Student Learning Targets	Learning Activities

<p><u>Social Studies</u></p> <p>6.1.8.CivicsPI.3.a 6.3.8.CivicsPI.4 6.3.8.CivicsPD.2 6.3.8.CivicsDP.2 6.3.8.CivicsDP.3 6.3.8.CivicsPR.2 6.3.8.CivicsPR.3 6.3.8.CivicsPR.5 6.3.8.CivicsPR.7</p> <p><u>ELA Companion</u></p> <p>RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.6 RH.6-8.8 WHST.6-8.7-8</p> <p><u>Career Readiness,</u> <u>Life Literacies &</u> <u>Key Skills</u></p> <p>LL: 9.4.8.DC.1 LL: 9.4.8.D.2 LL:9.4.8.IML.7 LL: 9.4.8.TL.3</p> <p><u>Interdisciplinary</u></p> <p>ELA: SL.7.1.A-D ELA: SL.7.3 ELA: SL.7.5</p> <p><u>Mandate(s)</u></p> <p><i>All of the following mandates could be addressed based on student choice at time of activity.</i></p> <p>Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p>	<p>Overall:</p> <p>Compare how ideas become laws at the local, state, and national level.</p> <p>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</p> <p>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.</p> <p>1. Identify the basic levels and functions of the judicial branch.</p> <p>Compare the three levels of the United States court system.</p> <p>Demonstrate the progress of a case as it moves through the system.</p> <p>2. Explore the origin and authority of the U.S. court systems</p> <p>Distinguish between the federal and state court systems and describe the levels and features of each</p> <p>Identify the courts in the student's own state and the federal district and circuit in which the student lives</p> <p>3. Identify sources of law, including constitutions, statutes, regulations, judicial precedent, and local ordinances.</p> <p>Compare and contrast civil and criminal law; military and juvenile justice systems.</p> <p>4. Simulate participation in a trial by reading a script.</p>	<p><u>TCI Civics Alive! Foundations and Functions</u></p> <ul style="list-style-type: none"> ● <u>Readings:</u> Unit 3:The Organization and Functions of US Government - Teacher Selections from Lesson 10 ● <u>Readings:</u> Unit 4:The Rights and Responsibilities of Citizens - Teacher Selections from Lesson 12 <p><u>TCI History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> ● <u>Reading</u> Teacher Selections as Needed for Background Information <hr/> <p>1. (FA) Judicial Branch in a Flash!</p> <p>2. Courts in a Nutshell WebQuest US Court System Overview iCivics</p> <p>3. (FA) Sources of Law Lesson Plan Where Do Laws Come From iCivics</p> <p>4. Cheat Sheet from: Trial Court "Go Fish" Trial Court Jobs Game iCivics, James Bond in a</p>
--	---	---

<p><u>Social Studies</u> <u>Disciplinary Practices</u></p> <p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p>	<p>Simulate jury deliberation by applying real laws to the facts in the trial in order to reach a verdict.</p> <p>5. Distinguish between the federal and state court systems</p> <p>Identify the types and levels of courts within each system</p> <p>Evaluate case scenarios to send citizens to the correct court</p> <p>6. Explain the purpose of the appellate courts.</p> <p>Define the following terms: precedent, opinion, dissent, brief, oral argument, en banc, petition.</p> <p>7. Recall the justices' analysis in Supreme Decision.</p> <p>Analyze a real-life case.</p> <p>Compare the analysis of the real-life case with an analysis of Ben's case.</p> <p>Evaluate the effect of landmark cases on everyday life.</p> <p>Explain the importance of judicial review</p> <p>8. Conduct independent or group research on a Supreme Court case.</p> <p>Describe the rationale behind the Supreme Court's decision.</p> <p>Analyze the impact of the Supreme Court's decision on people's lives at the local and national levels.</p> <p>Take a position on an issue in which fundamental ideals and principles are in</p>	<p>Honda: Trial Simulation Lesson Mock Trial Lesson Plan iCivics</p> <p>5. Court Quest Extension Pack iCivics</p> <p>6. (FA) Let's Take It Up Lesson Plan Purpose of the Appellate Court iCivics, Trial and Appeal (Infographic) How a Court Case Works Poster iCivics</p> <p>7. Resources from The "Supreme" in Supreme Decision Supreme Court Precedents Lesson Plan iCivics, Supreme Court Cases Every Kid Should Know and hyperlinks</p> <p>8. (S) Project: Landmark Case Analysis of Teacher selections or Student selections in Landmark Library - Teaching Supreme Court Cases, possible resource:</p> <ol style="list-style-type: none"> Argument Wars Extension Pack iCivics, <i>Students should create short presentations on the facts of the case and argue it's significance: possible resource The Research Roadmap Supreme Court Case Graphic Organizer iCivics Teacher Guide to the library cases</i> <i>After student research is complete, students should summarize their case</i>
---	--	--

	conflict (e.g., liberty, equality) by evaluating a Supreme Court Decision	<i>in a short presentation and then the cases will be voted on in a bracket style game in which students must write an explanation for each of their votes.</i>  SCOTUS MADNESS - THIN SLIDE
Integrated accommodations and modifications for the following students: <ul style="list-style-type: none"> • Special Education • ELL • At Risk • Gifted and Talented • 504 		<ul style="list-style-type: none"> • Differentiation Strategies for Special Education Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At-Risk Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for 504 Students
Assessments		
<u>Benchmark</u>		
<ul style="list-style-type: none"> • N/A 		
<u>Summative</u>		
<ul style="list-style-type: none"> • Teacher-created tests and quizzes • DBQ Project <u>Mini Q: Does the Budget match the intentions of the Preamble?</u> • Convene the Council and Executive Command Simulation Extension Packs • Landmark Case Analysis and Presentation 		
<u>Alternative/Project Based</u>		
<ul style="list-style-type: none"> • Convene the Council and Executive Command Simulation Extension Packs or Game Quests • Landmark Case Analysis and Presentation 		
<u>Formative (FA)</u>		
<ul style="list-style-type: none"> • All formative assessments are located in the Learning Activities section above and are labeled with an (FA) 		
Instructional Resources		
<u>Digital and Print Texts</u>		
<ul style="list-style-type: none"> • Civics Alive! Foundations and Functions (1st ed.). (2022). TCI. TCI.com 		

- *History Alive! The United States Through Modern Times* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- *iCivics*, iCivics. (n.d.). iCivics. [icivics.org](https://www.icivics.org)
- [We the People: Civics for Teens \(Teaching Kids How Government Works | Social Studies, Media Literacy, and Active Citizenship for Students in Grades 7-10, n.d.\)](#)

Suggested Unit Vocabulary

Sourced from TCI (some appear in iCivics):

1. **checks and balances:** a system in which each branch of government can limit the power of the other branches
2. **Supremacy Clause:** clause in the U.S. Constitution that states it is "supreme law of the land." This means that federal law is above all state and local laws.
3. **legislative branch:** the part of the U.S. government that makes laws; also called Congress
4. **executive branch:** the part of the U.S. government that carries out, or executes, laws; led by the president and vice president
5. **judicial branch:** the part of the U.S. government that interprets laws; includes the Supreme Court and all federal courts

Sourced from iCivics:

6. **rule of law:** the principle that those who govern are bound by the laws, meaning that no one is above the law
7. **separation of powers:** the idea that government powers should be split between two or more strongly independent branches to prevent any one person or group from gaining too much power

Legislative Branch Focus

Sourced from TCI (some appear in iCivics):

8. **constituent:** a person who lives in an electoral district and is represented by an elected official
9. **speaker of the House:** the representative in the House chosen by colleagues to preside over the House, assign bills to committees, and appoint members to special committees and commissions
10. **appropriations:** funds allocated by a legislature for a stated purpose as part of a budget or spending bill
11. **casework:** personal services provided by members of Congress to their constituents, often to help their constituents with problems they are having with the federal bureaucracy
12. **committee:** a group of legislators who consider bills or oversee agencies and programs
13. **president of the Senate:** the vice president of the United States, who is the official presiding officer of the Senate

Sourced from iCivics:

14. **bicameral:** made up of two chambers
15. **Legislate:** a verb that means "to make laws"
16. **Legislation:** a written document that is or may become a law (acts, statutes, bills also refer to laws passed or in progress)
17. **district:** a specific section of a state that a member of the House of Representatives works for
18. **issue:** an important subject or topic that people are talking or thinking about
19. **hearing:** a meeting or session where someone speaks to Congress about an issue

Executive Branch Focus

Sourced from TCI (some appear in iCivics):

20. **agency/department:** types of special government organization set up for specific purposes. Most federal agencies are in the executive branch. Department leaders sit in the President's Cabinet
21. **cabinet:** the heads of the executive departments, usually known as Secretaries, who are appointed by the President and confirmed by the Senate
22. **executive order:** a rule or regulation issued by a president or governor that has the force of law
23. **pardon:** a release from punishment
24. **veto:** the power of the president to refuse to approve a bill and stop it from becoming law

25. **line of succession:** the order of successors to the presidency if the president is unable to serve as specified in the Constitution and federal law

Sourced from ICivics:

26. **head of state:** president's role being had of the government and symbol of leadership, both to the American people and the world
27. **party chief:** president's role being the top ranking official of his/her political party and works to help other members get elected
28. **keeper of the economy:** president's role being the person who is concerned with, and is generally held responsible for, the health of the American economy
29. **agenda setter:** president's role having the power to influence legislation and shape public policy, but remember: only Congress can legislate
30. **chief executive:** president's role holding executive power and serving as "the boss" for Executive Branch government workers
31. **commander in chief:** president's role as the leader of the Armed Forces of the United States: Army, Navy, Air Force, Coast Guard, and Marine Corps
32. **regulations:** rules created by the executive branch laying out the details of how legislation will be carried out, and carry power similar to laws

Foreign Policy Focus

Sourced from TCI (some appear in iCivics):

33. **alliance:** an agreement made by two or more countries to work together for a common goal (as allies)
34. **diplomacy:** the art and practice of managing communication and relationships between nations
35. **domestic policy:** a course of action developed by a country's leaders to pursue their nation's interests within its own borders
36. **foreign policy:** a course of action developed by a country's leaders to pursue their nation's interests in its dealings with other countries
37. **globalization:** the trend toward more open and free travel, trade, and communication among nations and their peoples
38. **national interest:** the interests of a nation as a whole
39. **treaty:** a formal and ratified agreement between two or more countries
40. **diplomatic recognition:** official acceptance of a regime as the legitimate government of its country
41. **mediate:** to attempt to solve a dispute by working with both sides to reach an agreement
42. **sanction:** a measure taken by one or more nations to pressure another country into changing its policies or complying with international law
43. **collective security:** a system for maintaining peace based on an agreement among nations to act together to prevent or defend against aggression
44. **intergovernmental organization (IGO):** an international group formed by nations, often with the goal of increasing trade or security
45. **nongovernmental organization (NGO):** an international group formed by private individuals and associations to provide a service or pursue a public policy
46. **sustainable development:** economic development that meets the needs of people today without exhausting the resources that will be needed to sustain future generations

Sourced from ICivics:

47. **isolationism:** a policy type in which a country focuses on its own problems and does not get involved in other countries' issues.
48. **internationalism:** a policy type in which a country chooses to get involved in other countries' territory and problems

Judicial Focus

Sourced from TCI (some appear in iCivics):

49. **judicial review:** the power of the courts to declare laws and executive acts unconstitutional
50. **precedent:** a decision by a court that serves as an example or guide for future decisions
51. **appellate court:** a court that reviews decisions made by lower courts, also called court of appeals

52. **court order:** a judgment issued by a court, usually after a hearing
53. **jury:** a body of people who swear an oath to provide a finding of fact on a question submitted by the court in a jury trial (not all trials are jury trials)
54. **trial court:** a court that hears a case for the first time
55. **appeal:** an application to a higher court for a decision to be affirmed, reversed, or remanded (sent back to trial)
56. **defendant:** the person or party in a criminal trial who is charged with committing a crime. Or, in a civil case, the person or party being sued.
57. **dissenting opinion:** a document issued by Supreme Court justices who disagree with a Court decision, stating the reasons for their dissent
58. **juvenile law:** a set of laws that applies to those under 18 years of age
59. **majority opinion:** a document issued by the Supreme Court that states the reasons for its decision as determined by the majority of justices
60. **plaintiff:** the person or party who brings a lawsuit, or legal action, against another party in a civil case

Sourced from ICivics:

61. **civil:** relating to the rights of citizens and disagreements between people
62. **criminal:** relating to crime
63. **verdict:** The decision at the end of a case
64. **Supreme Court:** Court that only reviews some cases, usually about the Constitution
65. **United States Code:** all statutes/bills passed by Congress
66. **lawsuit:** court case in which one side complains that it has suffered because the other side has not followed the law properly
67. **felony:** serious crimes that normally have a punishment of more than a year in jail
68. **misdemeanor:** less serious crimes where the penalty is usually less than a year in jail or even just a fine
69. **Uniform Code of Military Justice:** a set of criminal laws and procedures that apply to people in the military

Digital Platforms

- *Civics Alive! Foundations and Functions* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- *DBQ Online*. (2022). *The DBQ Project*. [Dbqonline.com](https://dbqonline.com)
- *History Alive! The United States Through Modern Times* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- [iCivics](https://www.icivics.org), iCivics. (n.d.). iCivics. [icivics.org](https://www.icivics.org)
- iThrive Games Foundation. (2022). [Leading Through Crisis](https://www.ithrivegames.org). iThrive Games. [ithrivegames.org](https://www.ithrivegames.org).

Digital Supplemental Instructional Tools/Resources

- Storyboard That
- Breakout EDU
- iCivics
- Gimkit
- Gimkit Ink
- Google Suite for Education
- Blooket
- Listenwise
- Flocabulary
- Edulastic
- A Starting Point
- Edpuzzle

- YouTube
- Pear deck
- DBQ Project
- TCI Online Textbook
- iThrive

Student Materials

- Resources mentioned in Learning Activities collected in collected in [Drive Folder](#) where possible

Teacher Materials

- *Civics Alive! Foundations and Functions* (1st ed.). (2022). TCI. [TCI.com](#)
- DBQ Online. (2022). The DBQ Project. [Dbqonline.com](#)
- The Economist Educational Foundation Team (2022). Topica Talk The Economist. [Topical Talk - The Economist Educational Foundation](#)
- Gendler, Alex . "History vs. Richard Nixon" YouTube video, Ted-Ed. February 12, 2015. [History vs. Richard Nixon - Alex Gendler](#)
- Helmstetter, Dominic. @Dhelmedu. (2022.) [Fantasy Congress](#). Twitter.com
- Helmstetter, Dominic. @Dhelmedu. (2022.) [Thin Slide Supreme Court](#). Twitter.com
- *History Alive! The United States Through Modern Times* (1st ed.). (2022). TCI. [TCI.com](#)
- [iCivics](#), iCivics. (n.d.). iCivics. [icivics.org](#)
- iThrive Games Foundation. (2022). [Leading Through Crisis](#). iThrive Games. [ithrivegames.org](#).
- Loodis, Inc. (2022). *Fantasy Congress*. <https://fantasycongress.com/play-for-free/>
- PBS Newshour and Pear deck.. (2022). "PBS NewsHour Extra - What does Kamala Harris as vice president mean to many?" Pear deck. [PBS NewsHour Extra - What does Kamala Harris as vice president mean to many? — Pear Deck](#)
- Roughton, Kevin. (n.d.) "[Situation Simulation](#)." Teach With Magic. www.mrroughton.com
- [Wayne Township Public Schools Grades 6-8 ELA Analytical Writing Rubric](#)
- [Wayne Township Public Schools Grades 6-8 SS Standards Based DBQ Continuum](#)
- [We the People: Civics for Teens \(Teaching Kids How Government Works | Social Studies, Media Literacy, and Active Citizenship for Students in Grades 7-10. n.d.\)](#)

Wayne Township Public Schools

Grade 7

Civics Unit 3

Curriculum Guide

Approve September 2022

Content Area:	Social Studies (Crosswalk)
Grade Level:	7
Course:	Civics
Unit Plan Title:	LOCAL GOVERNMENT
Time Frame:	3-4 Weeks
Pacing Guide:	See Attached District Pacing Guide
NJ Mandates Addressed in this Unit of Study:	Laura Wooton Law: N.J.S.A. 18A:35-41
NJ Diversity & Inclusion Law	N.J.S.A. 18A:35-4.36a : Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Unit Summary

After examining the functions and roles of the federal government in the previous unit, students will now focus on examining government at the state and local level. They will evaluate the strengths and weaknesses of federalism as a cornerstone of American government and identify the similarities and differences between national and local government. They will encounter the type of issues debated at local and state levels of government. Within this unit, they will also consider the advantages and disadvantages of jury duty, one of a citizen's duties to local government in an argumentative essay.

2020 New Jersey Core Curriculum Content Standards for Social Studies:

Disciplinary Concept: Civics, Government, and Human Rights: Democratic Principles

Core Idea: *The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.*

6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

Disciplinary Concept: Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea: *In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.*

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.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.

6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

Disciplinary Concept: Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea: *Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals*

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).

2016 NJSLS for English/Language Arts Companion Standards: History, Social Studies, Science & Technical Subjects Grades 6-8

Reading History: Grades 6-8

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RH.6-8.2. 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.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History, Science and Technical Subjects: Grades 6-8

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- WHST.6-8.1. Write arguments focused on discipline-specific content.
 - 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.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Establish and maintain a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Standards: 2016 NJSLS for English Language Arts: Grade 7

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - 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.
 - B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - D. Acknowledge new information expressed by others and, when warranted, modify their own views.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

NJSLSA.SL.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

2020 NJSLS for Career Readiness, Life Literacies, and Key Skills

Life Literacies and Key Skills

Disciplinary Concept: Creativity and Innovation

Core Idea: *Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.*

9.4.8.Cl.3 -- Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

Disciplinary Concept: Information and Media Literacy

Core Idea: *Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.*

9.4.8.IML.5 -- Analyze and interpret local or public data sets to summarize and effectively communicate the data.

New Jersey Social Studies Disciplinary Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Gathering and Evaluating Sources


Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.


Developing Claims and Using Evidence

Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning,

	and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
Essential Questions	
<ul style="list-style-type: none"> • How does power flow through our federal system of government? • How do the three branches of government function at the local and state level in New Jersey? • What are the responsibilities and functions of our local government? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Political and civil institutions impact all aspects of people's lives. • State and local legislatures and executives carry out many of the same powers as the national legislature. • Federalism promotes national unity while giving states control over state and local matters. • The New Jersey Constitution delegates certain powers and responsibilities to local school boards, municipalities, and counties; each with specific authority. 	

Instructional Focus: Federalism		
NJSLS & Mandates	Student Learning Targets	Learning Activities

<p><u>Social Studies</u> 6.3.8.CivicsPR.5 6.3.8.CivicsPR.7</p> <p><u>ELA</u> <u>Companion</u> RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 WHST.6-8.4 WHST.6-8.5 WHST.6-8.6</p> <p><u>Career</u> <u>Readiness, Life</u> <u>Literacies & Key</u> <u>Skills</u> LL: 9.4.8.CI.3</p> <p><u>Interdisciplinary</u> ELA.SL.7.1 ELA.SL.7.2 ELA.SL.7.3</p>	<p>Overall: Compare how ideas become laws at the local, state, and national level.</p> <p>1. Define federalism and explain the division of power between states and the federal government.</p> <ul style="list-style-type: none"> Describe the ongoing tension between federal and state power. Identify the strengths and weaknesses of federalism. <p>Identify expressed, implied, reserved, and concurrent powers.</p> <ul style="list-style-type: none"> Explain the significance of the Supremacy Clause and the Necessary and Proper Clause. <p>2. Explain the source and nature of state and local governmental power.</p> <p>Distinguish reserved powers from federal powers.</p> <p>Examine the differences between statewide laws and local ordinances/laws.</p> <p>Explain the duties of various local officials.</p>	<p><u>TCI Civics Alive! Foundations and Functions</u></p> <ul style="list-style-type: none"> <u>Readings:</u>Unit 3:The Organization and Functions of US Government - Teacher Selections from Lesson 7 <hr/> <p>1. (FA)The "Federal" in Federalism Lesson Plan iCivics</p> <p>2. Got a Reservation? State Powers Lesson Plan iCivics,</p> <p>a. Optional Supplemental Activity Slides:  Copy of Federalism: State vs. N...</p> <p>b. (FA) exit ticket: Who should play the leading role in the national crises of today: individuals and private institutions like businesses, State and local governments, or the national government? Why?</p> <p>GT Simulation Option: 1. Ithrive Lives in the Balance</p>
<p>Instructional Focus: State Government</p>		
<p>NJSLS & Mandates</p>	<p>Student Learning Targets</p>	<p>Learning Activities</p>

<p><u>Social Studies</u> 6.3.8.CivicsPR.7</p> <p><u>ELA Companion</u> RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 WHST.6-8.4 WHST.6-8.5 WHST.6-8.6 WHST.6-8.7</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> LL: 9.4.8.IML.5</p> <p><u>Interdisciplinary</u> ELA.SL.7.1.A-D ELA.SL.7.2 ELA.SL.7.3</p> <p><u>Social Studies Disciplinary Practices</u> Developing Claims and Using Evidence</p>	<p>Overall: Compare how ideas become laws at the local, state, and national level.</p> <p>1. Describe the essential characteristics of state government and the purpose of a state's constitution.</p> <p>Explain the impact of state agencies on citizens' lives and property.</p> <p>2. Describe the structure, powers, and authority of the state executive branch.</p> <p>Identify the source of a governor's power.</p> <p>Decide which of a governor's powers is best used in specific situations.</p> <p>Describe how a governor can use executive power to maintain order and safety in the state.</p> <p>Evaluate the role of state government in issues related to public safety and maintaining order.</p> <p>3. Describe each level of their state government</p> <p>Identify a federal-state partnership</p> <p>Recall services state governments provide</p> <p>4 Explain the general differences between the U.S. Constitution and state constitutions.</p> <p>Identify how state constitutions might guarantee more or broader rights than the U.S. Constitution using the Florida Constitution as an example.</p>	<p><u>TCI Civics Alive! Foundations and Functions</u></p> <ul style="list-style-type: none"> Readings:Unit 3:The Organization and Functions of US Government - Teacher Selections from Lesson 7 <hr/> <p>1. (FA)The Great State Lesson Plan What Do State Governments Do iCivics a. Optional video:  Run Rep Run</p> <p>2. The State Governor What is the Role of a State Governor Lesson Plan iCivics</p> <p>3. States Rule! WebQuest State Governments iCivics</p> <p>4. Comparative Constitutions State Constitutions vs. the US Constitution iCivics</p>
--	---	--

	<p>Analyze the differences between amending the U.S. Constitution and amending state constitutions, using the Constitution of Virginia as an example.</p> <p>Compare the constitution of their own state with the U.S. Constitution.</p>	
Instructional Focus: Local Government		
NJSLS & Mandates	Student Learning Targets	Learning Activities
<p><u>Social Studies</u> 6.3.8.CivicsDP.1 6.3.8.CivicsPR.5 6.3.8.CivicsPR.6 6.3.8.CivicsPR.7 6.3.8.EconET.1</p> <p><u>ELA Companion</u> RH.6-8.1-6 RH.6-8.8-10 WHST.6-8.1 A-E WHST 6-8.2 A-F WHST 6-8.4 WHST 6-8.9-10</p> <p><u>Interdisciplinary</u> ELA.SL.7.1.A-D ELA.SL.7.2 ELA.SL.7.3</p> <p><u>Social Studies Disciplinary Practices</u> Taking Informed Action Gathering and Evaluating Sources Developing Claims and Using Evidence</p>	<p>Overall: Compare how ideas become laws at the local, state, and national level.</p> <p>Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body</p> <p>1. Identify counties as an extension of state government.</p> <p>Identify the organizational structures and duties of county government, including the names and functions of county officials.</p> <p>Identify the types of services counties provide.</p> <p>Identify the effect of unfunded mandates on counties.</p> <p>2. Determine services county governments are in charge of providing; Identify the local type of county leadership</p> <p>Investigate the county government of their own county to identify key features</p>	<p>TCI <u>Civics Alive! Foundations and Functions</u></p> <ul style="list-style-type: none"> Readings:Unit 3:The Organization and Functions of US Government - Teacher Selections from Lesson 7 <hr/> <p>1. The Capable County (MS) County Government Lesson Plan iCivics</p> <p>2. Video: The structure and role of county government in New Jersey Video NJ Spotlight News, County Basics WebQuest What Do County Governments Do iCivics</p> <p>3. Teaching Counties Work County Government Game iCivics; County</p>

<p>Presenting Arguments and Explanations</p>	<p>3. Simulate the role of county government, including organization, responsibilities, and services</p> <p>Identify appropriate resources and departments of county government to solve problems</p> <p>Consider how a budget and major sources of local revenue affect both services and citizens</p> <p>4. Identify and structure of Wayne Township's government and compare it with other levels of government.</p> <p>5. Simulate establishing, explaining and applying criteria useful in selecting political leaders.</p> <p>Compare different perspectives and prioritize issues according to personal views.</p> <p>6. Write an analytical essay, synthesizing understanding gained from a set of simulated research sources debating the use of the American jury system</p> <p>7. Analyze a recent local budget issue and take a position on it in an writing response or debate.</p>	<p>Contributions (Infographic) Impact of Local Government iCivics</p> <p>4. Municipal Government Reading (Pages 1-2, 7); source: Wayne Township About Us</p> <p>5. (S, A/PB)Teaching Cast Your Vote - Local Voting Simulation Game iCivics</p> <p>6. (S)DBQ Project:Is the American Jury System Still a Good Idea?</p> <p>7. (S) Students should be presented with articles about a recent budget issue and take and support their position on it. Local Budget Resources:</p> <ul style="list-style-type: none"> a. https://www.njspotlightnews.org/budget/ b. https://www.tapinto.net/towns/wayne/sections/government c. https://patch.com/new-jersey/wayne <p>Supplemental Reading Options: Local Government Free Active Citizenship Articles for Students</p>
--	--	--

Integrated accommodations and modifications for the following students:

- Special Education
- ELL
- At Risk
- Gifted and Talented
- 504

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At-Risk Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for 504 Students](#)

Assessments

Benchmark

- N/A

Summative

- Teacher-created tests and quizzes
- DBQ Project Mini Q: Is the American Jury System Still a Good Idea?
- Students should be presented with articles about a recent budget issue and take and support their position on it in a written response or debate

Alternative/Project Based

- Cast your Vote iCivics Game Extension Pack or Game Quest

Formative (FA)

- All formative assessments are located in the Learning Activities section above and are labeled with an **(FA)**

Instructional Resources

Digital and Print Texts

- Civics Alive! Foundations and Functions (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- History Alive! The United States Through Modern Times (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- iCivics, iCivics. (n.d.). iCivics. [icivics.org](https://www.icivics.org)
- iThrive Games Foundation. (2022). [Lives in the Balance](https://www.itrivedgames.org/lives-in-the-balance). iThrive Games. [itrivedgames.org](https://www.itrivedgames.org).
- [We the People: Civics for Teens \(Teaching Kids How Government Works | Social Studies, Media Literacy and Active Citizenship for Students in Grades 7-10, n.d.\)](#)

Suggested Unit Vocabulary

Sourced from TCI (some appear in iCivics):

1. **federalism:** a system of government in which power is divided between a central government and smaller regional governments
2. **concurrent powers:** the powers shared by the national and state governments
3. **enumerated powers:** the powers given specifically to the national government by the U.S. Constitution; also known as expressed or delegated powers
4. **necessary and proper:** a clause in Article 1, Section 8 of the U.S. Constitution that says that Congress can "make all laws which shall be necessary and proper" for carrying out its duties; also known as the Elastic Clause
5. **gerrymandering:** drawing the boundaries of a legislative district with the intent of giving one party or group a significant advantage
6. **reserved powers:** the powers given specifically to state governments
7. **county seat:** the town or city in which a county government is based
8. **grants-in-aid:** funds given by the federal government to state and local governments for specific programs
9. **mayor-council system:** a system of city government in which voters elect both city council members and a mayor. The mayor may have either weak or strong executive powers.
10. **redistricting:** the process of redrawing the geographic boundaries of legislative districts after a census to reflect population changes
11. **unfunded mandate:** a regulation or policy imposed by the federal government on state and local governments without adequate federal funds to carry out the policy
12. **council members:** people elected to serve in the legislative branch of city government
13. **state legislators:** elected officials who serve in the lawmaking body of the state government
14. **governor:** the head of a state's executive branch
15. **mayor:** the head of a town or city's government

Sourced from iCivics:

16. **federal laws:** laws that apply to the entire country
17. **federal:** word that refers to the central government
18. **ordinance:** a term for local laws
19. **county court:** a lower trial court that hears minor criminal cases and civil cases involving small amounts of money. Usually there is no jury.
20. **superior court:** trial-level state courts for more serious crimes
21. **infrastructure:** the basic support structures that serve a geographic area, such as transportation, communication, and power systems
22. **county:** the next smallest unit of government below a state (also called boroughs and parishes)
23. **property taxes:** money people or businesses pay on land and buildings they own inside the county (or town)
24. **sales tax:** money paid on items sold in a area
25. **fees:** charges for services
26. **Dillon's Rule:** system that says that a county must get authority from the state legislature before it can provide services
27. **Home Rule:** (NJ) system where counties have the power to make decisions for themselves about what services to provide; though state law is supreme
28. **commission only county government:** an elected commission has both legislative and executive powers in a county
29. **municipality:** local government such as township, city, or village government
30. **charter:** legal document establishing a municipality, some communities are unincorporated and do not have one

Digital Platforms

- *Civics Alive! Foundations and Functions* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- *DBQ Online.* (2022). *The DBQ Project.* [Dbqonline.com](https://www.dbqonline.com)
- *History Alive! The United States Through Modern Times* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)

- iThrive Games Foundation. (2022). [Lives in the Balance](https://ithrivegames.org/). iThrive Games. ithrivegames.org.
- [iCivics](https://icivics.org/), iCivics. (n.d.). iCivics. icivics.org

Digital Supplemental Instructional Tools/Resources

- Storyboard That
- Breakout EDU
- iCivics
- Gimkit
- Gimkit Ink
- Google Suite for Education
- Blooket
- Listenwise
- Flocabulary
- Edulastic
- A Starting Point
- Edpuzzle
- YouTube
- Pear deck
- DBQ Project
- TCI Online Textbook
- iThrive

Student Materials

- Resources mentioned in Learning Activities collected in collected in [Drive Folder](#) where possible

Teacher Materials

- *Civics Alive! Foundations and Functions* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com/)
- The Economist Educational Foundation Team (2022). *Topica Talk The Economist*. [Topical Talk - The Economist Educational Foundation](https://www.economist.com/education/topical-talk-the-economist-educational-foundation)
- Hill, Michael. (2019). "The structure and role of county government in New Jersey." *NJ Spotlight News*. [The structure and role of county government in New Jersey | Video | NJ Spotlight News](https://www.njspotlightnews.org/the-structure-and-role-of-county-government-in-new-jersey-video-nj-spotlight-news)
- *History Alive! The United States Through Modern Times* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com/)
- [iCivics](https://icivics.org/), iCivics. (n.d.). iCivics. icivics.org
- iThrive Games Foundation. (2022). [Lives in the Balance](https://ithrivegames.org/). iThrive Games. ithrivegames.org.
- NJ Spotlight News (2022). <https://www.njspotlightnews.org/>
- Passaic County NJ. (2022). "Government." Passaic County. [Board of County Commissioners](https://www.passaiccountynj.gov/board-of-county-commissioners)

- Patch Media. (2022). *Wayne Patch*. [Wayne News, Breaking News in Wayne, NJ](#)
- Roughton, Kevin. (n.d.) "[Federalism](#)." *Teach With Magic*. www.mrroughton.com
- Tap IP, LCC. (2022). Tapinto Wayne. [Wayne, NJ Government Section | TAPinto](#)
- Wayne, NJ. (2022). "[Township of Wayne](#)." Township of Wayne. [Wayne Township](#)
- [Wayne Township Public Schools Grades 6-8 ELA Analytical Writing Rubric](#)
- [Wayne Township Public Schools Grades 6-8 SS Standards Based DBQ Continuum](#)
- *We the Voters* . "Run Rep Run" YouTube video, *We the Voters*. October 12, 2016. [Run Rep Run](#)

Wayne Township Public Schools

Grade 7

Civics Unit 4

Curriculum Guide

Approved September 2022

Content Area:	Social Studies (Crosswalk)
Grade Level:	7
Course:	Civics
Unit Plan Title:	RIGHTS AND RESPONSIBILITIES OF CITIZENS
Time Frame:	5 weeks
Pacing Guide:	See Attached District Pacing Guide
NJ Mandates Addressed in this Unit of Study:	Amistad Law: N.J.S.A. 18A 52:16A-88 LGBTQIA+ and People with Disabilities Law: N.J.S.A. 18A:35-4.35 Asian and Pacific Islander (AAPI) Law: N.J.S.A. S4021 Laura Wooton Law: N.J.S.A. 18A:35-41 Climate Change
NJ Diversity & Inclusion Law	N.J.S.A. 18A:35-4.36a : Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Unit Summary

Democracies rely on the civic virtue of citizens to be strong and successful. In this unit, students will look at both the rights and responsibilities that come with citizenship in a democracy. They will investigate ways in which the rights embedded in the US Constitution affect even their lives as young members of society today. To expand on that investigation, students will examine the importance of media literacy as a civic virtue in a world of digital information overload. To gain insight into the significance of rights to their lives, they will go on to study the historic struggles of some groups of Americans to achieve equal citizenship rights in US History.

2020 New Jersey Core Curriculum Content Standards for Social Studies:

Era: 3. Revolution and the New Nation (1754–1820s)

Core Idea: *Political and civil institutions impact all aspects of people's lives.*

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.

Core Idea: *The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property 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.

Core Idea: *Social and political systems have protected and denied human rights (to varying degrees) throughout time.*

6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

Era: 5. Civil War and Reconstruction (1850-1877)

Core Idea: *Historical contexts and events shaped and continue to shape people's perspectives*

6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

Core Idea: *Historical events and developments are shaped by social, political, cultural, technological, and economic factors.*

6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.

Disciplinary Concept: Civics, Government, and Human Rights: Participation and Deliberation

Core Idea: *Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions*

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.

Disciplinary Concept: Civics, Government, and Human Rights: Democratic Principles

Core Idea: *The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.*

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).

Disciplinary Concept: Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea: *In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.*

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).

Disciplinary Concept: Civics, Government, and Human Rights: Human and Civil Rights

Core Idea: *Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.*

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

2016 NJSLs for English/Language Arts Companion Standards: History, Social Studies, Science & Technical Subjects Grades 6-8

Reading History: Grades 6-8

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RH.6-8.2. 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.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History, Science and Technical Subjects: Grades 6-8

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- WHST.6-8.1. Write arguments focused on discipline-specific content.
 - 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.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Establish and maintain a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- WHST.6-8.3. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Standards: 2020 NJSLS for Science: Grades 6-8

MS-ESS3: Earth and Human Activity

MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Interdisciplinary Standards: 2016 NJSLS for English Language Arts: Grade 7

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - 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.
 - B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - D. Acknowledge new information expressed by others and, when warranted, modify their own views.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Interdisciplinary Standards: 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking

Design Thinking

Disciplinary Concept: Interaction of Technology and Humans

Core Idea: *Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.*

8.2.8.ITH.1-- Explain how the development and use of technology influences economic, political, social, and cultural issues.

Disciplinary Concept: Effects of Technology on the Natural World

Core Idea: *Some technological decisions involve tradeoffs between environmental and economic needs, while others have positive effects for both the economy and environment.*

8.2.8.ETW.2 --Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital)

Disciplinary Concept: Ethics and Culture

Core Idea: *Technological disparities have consequences for public health and prosperity.*

8.2.8.EC.1 -- Explain ethical issues that may arise from the use of new technologies.

2020 NJSLS for Career Readiness, Life Literacies, and Key Skills

Personal Financial Literacy

Disciplinary Concept: Financial Psychology

Core Idea: *Marketing techniques are designed to encourage individuals to purchase items they may not need or want.*

9.1.8.FP.6 -- Construct a budget to save for short-term, long term, and charitable goals.

9.1.8.FP.7 -- Identify the techniques and effects of deceptive advertising.

Life Literacies and Key Skills

Disciplinary Concept: Creativity and Innovation

Core Idea: *Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.*

9.4.8.Cl.2 -- Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3)

9.4.8.Cl.3 -- Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

Disciplinary Concept: Global and Cultural Awareness

Core Idea: *Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.*

9.4.8.GCA.1 -- Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2 -- Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Disciplinary Concept: Information and Media Literacy

Core Idea: *Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.*

9.4.8.IML.1 -- Critically curate multiple resources to assess the credibility of sources when searching for information

9.4.8.IML.2 -- Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Core Idea: *The mode of information can convey a message to consumers or an audience.*

9.4.8.IML.6 -- Identify subtle and overt messages based on the method of communication.

Core Idea: *Sources of information are evaluated for accuracy and relevance when considering the use of information.*

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, 7.1.1.NH. IPRET.8).

Core Idea: *There are ethical and unethical uses of information and media.*

9.4.8.IML.9 -- Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

9.4.8.IML.10 -- Examine the consequences of the use of media (e.g., RI.8.7).

9.4.8.IML.11 -- Predict the personal and community impact of online and social media activities.

New Jersey Social Studies Disciplinary Practices

**Developing Questions
and Planning Inquiry**

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various

	social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves

	creating and/or implementing action plans designed to solve problems and create positive change.
--	--

Essential Questions


- | |
|--|
| <ul style="list-style-type: none"> • What are the skills necessary for effective, informed citizenship? • How are your rights defined and protected under the Constitution? Should there be limits on some rights, such as the freedom of speech or the ability to protest and petition the government? • To what extent has the American experience succeeded in achieving the aspiration that “all men (people) are created equal”? |
|--|


Enduring Understandings

- | |
|---|
| <ul style="list-style-type: none"> • Citizenship is a relationship between an individual and a state to which the individual owes allegiance and in turn is entitled to its protection. Each nation determines the conditions under which it will recognize persons as its citizens, and the conditions under which that status will be extended or withdrawn. • The guarantees in the Bill of Rights reflect the nation's commitment to personal freedom and to the principle of limited government. • Civic participation and deliberation are the responsibility of every member of society. Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions. • Over the history of the United States, various identity groups have fought to achieve recognition as full citizens to achieve the full rights of American citizens. |
|---|

Instructional Focus: Citizenship and Responsibilities		
NJSLS & Mandates	Student Learning Targets	Learning Activities

<p><u>Social Studies</u> 6.1.8.CivicsPI.3.c 6.3.8.CivicsDP.1</p> <p><u>ELA Companion</u> RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 RH.6-8.10</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> LL: 9.4.8.Cl.2 LL: 9.4.8.Cl.3 LL:9.4.8.GCA.1 LL: 9.4.8.GCA.2</p> <p><u>Interdisciplinary</u> ELA: SL.7.1.A-D ELA: SL.7.2 SCI: MS-ESS3-4 DT: 8.2.8.ITH.1 DT: 8.2.8.ETW.2 DT: 8.2.8.EC.1</p> <p><u>Mandate(s)</u> Climate Change</p> <p><u>Social Studies Disciplinary Practices</u> Seeking Diverse Perspectives</p>	<p>1. Define citizenship, loyalty, and treason.</p> <p>Identify ways to become a U.S. citizen</p> <p>List rights and responsibilities of both U.S. citizens and all U.S. residents.</p> <p>Define the Selective Service System</p> <p>Trace the progress of citizenship and voting rights for different groups over time</p> <p>2. Describe key rights and responsibilities of citizens on five levels (home, school, city, state, nation.</p> <p>Identify the source of rights and responsibilities at each level of citizenship.</p> <p>Recognize conflict between rights and responsibilities.</p> <p>Suggest examples of the rights and responsibilities of citizenship in their own lives.</p> <p>3. Compare and contrast key provisions in the U.S. Constitution with those in the constitutions of India, Brazil, Iran, Germany, and Ghana.</p> <p>Analyze how other countries' constitutions might affect everyday life and rights in those countries.</p>	<p><u>TCI Civics Alive! Foundations and Functions</u></p> <ul style="list-style-type: none"> • <u>Readings</u>: Unit 1: Foundations of Government - Lesson 1 Intro, 1-5, Summary • <u>Readings</u>: Unit 4: The Rights and Responsibilities of Citizens- Lesson 11 Intro, 1 <p><u>TCI History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Teacher Selections as Needed for Background Information <hr/> <p>1. (FA) Students will take a teacher-created version of the official Citizenship Test (should be 10-20 questions) and discuss the importance of an informed citizenry and should everyone need to pass it to vote, Could You pass? Reading, Ted's Big Day Activity in Citizenship: Just the Facts Lesson Plan iCivics</p> <p>a. The All-Volunteer Force: Today's Military and Draft Debate The Draft PBS LearningMedia Draft debate video</p> <p>2. (FA) Citizen Me Citizen Rights and Responsibilities Lesson Plan iCivics</p> <p>3. A Trip Around the World Citizenship Around the World iCivics</p>
--	--	---

<p>Gathering and Evaluating Sources</p> <p>Developing Claims and Using Evidence</p> <p>Taking Informed Action</p>	<p>Consider whether the U.S. Constitution should be amended to include certain provisions found in other countries' constitutions.</p> <p>4. Analyze how a country's decisions about its resources can affect neighboring countries.</p> <p>Identify ways that citizens can "think globally" and be "global citizens".</p> <p>Interpret a map of global ocean currents and examine how they form a connected system.</p> <p>5. Compare the role of citizens in each branch of government by filling out a comparison table.</p> <p>Decide whether a variety of citizen communications have targeted the correct government officials with their requests.</p>	<p>4. (FA) The Global You Global Citizenship Lesson Plan iCivics (Climate Change Mandate)</p> <p>5. (A/PB) The Fourth Branch: You! Role of Citizens Lesson Plan iCivics</p>
Instructional Focus: Constitutional Rights		
NJSLS & Mandates	Student Learning Targets	Learning Activities
<p><u>Social Studies</u></p> <p>6.1.8.CivicsPI.3.c 6.3.8.CivicsDP.1 6.3.8.CivicsPR.3</p> <p><u>ELA Companion</u></p> <p>RH.6-8.1-6 RH.6-8.8-9 WHST.6-8.1 A-E WHST 6-8.2 A-F WHST 6-8.3-4 WHST 6-8.7 WHST 6-8.9-10</p> <p><u>Career Readiness, Life</u></p>	<p>Overall: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts</p> <p>2. Predict what might happen if key rights were missing from the Constitution</p> <p>Identify key rights granted by the Bill of Rights and the 13th, 14th, 15th, 19th, and 26th Amendments</p>	<p>TCI <u>Civics Alive! Foundations and Functions:</u></p> <ul style="list-style-type: none"> Readings: Unit 4: The Rights and Responsibilities of Citizens- Lesson 11, Section 2-3,5 <p>TCI <u>History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> Reading Teacher Selections as Needed for Background Information <hr/> <p>1. (FA)Possible Lesson Hook: Exploring the simulation Life Without The Bill Of Rights</p> <p>2. (FA)Amendment Mini-Lesson Constitutional Amendments Lesson Plan iCivics Reading Bill of Rights Free US Government Articles for Students in Grades 7-10</p> <p> We The People Full Episode The Bil...</p> <p>a. (A/PB)Alternative approach: Masterpiece Matchup Style (guide)</p>

<p><u>Literacies & Key Skills</u></p> <p>LL: 9.4.8.Cl.2 LL: 9.4.8.IML.9-11</p> <p><u>Interdisciplinary</u></p> <p>ELA: SL.7.1A-D ELA: SL.7.2 ELA: SL.7.3 ELA: SL.7.6</p> <p><u>Social Studies Disciplinary Practices</u></p> <p>Gathering and Evaluating Sources</p> <p>Developing Claims and Using Evidence</p> <p>Presenting Arguments and Explanations</p>	<p>3. Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>4. Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>Identify the religious protections of the First Amendment</p> <p>Apply religious freedom clauses in different scenarios</p> <p>5. Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions) in a DBQ essay related to student free speech</p> <p>Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p>	<p>or Jigsaw Activity about the amendments</p> <p>3. Discuss Supreme Court cases related to student rights. Teaching Supreme Court Cases: The Role of the Fourth Amendment in Schools and VERNONIA SCHOOL DISTRICT V. ACTON</p> <p>a. Follow with Reading: States Backtrack on Student Tracking Technology The Pew Charitable Trusts</p> <p>b. Exit Ticket: Would you prefer tracking or paper hall passes? Do you think tracking is constitutional?</p> <p>4. Religion and the First Amendment and Case Study</p> <p>a. ENGEL V. VITALE</p> <p>b. WEST VIRGINIA STATE BOARD V S. BARNETTE</p> <p>5. DBQ Project Can Schools Limit Student Online Speech? (Pacing Note: This or any later DBQ may be used for the Grade 7 SS Benchmark)</p> <p>a. TINKER CASE</p> <p>b. Optional Video:  The Courts and You: From Suf...</p> <p>c. Speech and the First Amendment iCivics (addresses online speech)</p> <p>d. Share one from each side: Starting Point: Regulating Online Speech</p>
Instructional Focus: Due Process		
NJSL&S & Mandates	Student Learning Targets	Learning Activities

<p><u>Social Studies</u> 6.3.8.CivicsDP.2 6.3.8.CivicsHR.1</p> <p><u>ELA Companion</u></p> <p>RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 WHST.6-8.1 WHST.6-8.2 WHST.6-8.3</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.2 ELA: SL.7.3 DT: 8.2.8.ED.7</p> <p><u>Mandate(s)</u> AAPI</p>	<p>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.</p>	<p><u>TCI Civics Alive! Foundations and Functions:</u></p> <ul style="list-style-type: none"> • <u>Readings</u>: Unit 4: The Rights and Responsibilities of Citizens - Lesson 11, Section 4 <p><u>TCI History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Teacher Selections as Needed for Background Information <hr/> <ol style="list-style-type: none"> 1. Teacher selections from MIDDLE SCHOOL LESSON PLAN APPLYING DUE PROCESS 2. Share one or more Case Examples: <ol style="list-style-type: none"> a. GOSS V. LOPEZ b. MIRANDA V. ARIZONA 3. Discuss Korematsu v. United States (1944) Lesson Plan iCivics and its due process argument
Instructional Focus: Responsible Civic Literacy		
NJSLS & Mandates	Student Learning Targets	Learning Activities

Social Studies

6.3.8.CivicsPD.3

ELA**Companion**

RH.6-8.1

RH.6-8.2

RH.6-8.3

RH.6-8.4

RH.6-8.6

RH.6-8.7

Career**Readiness, Life Literacies & Key****Skills**

FL: 9.1.8.FP.6

FL: 9.1.8.FP.7

Interdisciplinary

ELA: SL.7.1A-D

ELA: SL.7.2

ELA: SL.7.3

DT: 8.2.8.ITH.1

LL: 9.4.8.IML.1-2

LL: 9.4.8.IML.6

LL: 9.4.8.IML.7

LL: 9.4.8.IML.9

Social Studies**Disciplinary****Practices**Gathering and
Evaluating
SourcesDeveloping
Claims and Using
EvidenceEngaging in Civil
Discourse and

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.

Media Literacy Objectives

1. Students will practice investigating who is behind information and how the source's motivations could affect what is presented
2. Students work in groups to practice evaluating evidence presented in three sources about mandatory Saturday school.
3. Students work in groups to practice corroborating claims and evidence presented within two sources about mandatory Saturday School.
4. Define and identify "fake" news and other news-related types of misinformation
5. Analyze false claims
6. Fact-check information using fact-checking sites, triangulation, and internet searches
7. Use a variety of strategies to verify both information and images



1. [PBS NewsHour Classroom - Nobel Peace Prize winner Maria Ressa on the importance of a free press — Pear Deck](#)
2. Reading: [Real Deal for Fake News](#) and hyperlinks, Sample Fake News Website Handout for class examination: [Real](#)
3. Civic Online Reasoning Lesson Sequence
 - a. (FA) 3 [Intro Lessons | Civic Online Reasoning](#)
 - b. 1 or more lessons in [Teaching Lateral Reading | Civic Online Reasoning](#)
 - c. (S, A/PB) Assessment Resources: [COR Assessments](#)
4. [News Literacy | iCivics](#) NewsFeed Defenders Game and Extension Pack

Additional Teacher Tools/Options:

1. Tools for understanding biased/fake news: [Listenwise Teacher Guide to Teaching News Literacy](#)
3. [Explore the Information Universe | NewseumED](#)
4. [Is It Fair? | NewseumED](#)
5. [What's the Message? Lesson Plan | Forms of Propaganda | iCivics](#)
6. [Checkology](#)

Critiquing Conclusions		
Instructional Focus: Quests for Equal Citizenship		
NJSLS & Mandates	Student Learning Targets	Learning Activities
<u>Social Studies</u> 6.1.8.CivicsDP.3. a 6.1.8.CivicsHR.3. c 6.1.8.HistoryUP.5.a 6.1.8.HistoryUP.5.c 6.1.8.HistoryCC.5.f 6.3.8.CivicsPD.3 6.3.8.CivicsPR.2 <u>ELA Companion</u> RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8. RH.6-8.9 WHST.6-8.2 <u>Career Readiness,</u> <u>Life Literacies &</u> <u>Key Skills</u> LL: 9.4.8.Cl.3 <u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.2 ELA: SL.7.6 <u>Mandate(s)</u> Amistad LGBTQIA+ & PwD	<p>1. Explain the impact of slavery on African Americans.</p> <p>Identify modes of resisting slavery through the actions of Nat Turner and Dred Scott.</p> <p>Explain the ‘necessary evil’ defense of slavery.</p> <p>Describe the methods of the abolitionist movement.</p> <p>Identify the inconsistencies in the founding documents regarding the legal existence of slavery</p> <p>2. Identify the division of the U.S. at the outbreak of the Civil War.</p> <p>Describe the expansion of civil rights and liberties in the Civil War/Reconstruction Period.</p> <p>3. Identify the ways state and local governments restricted the freedoms and rights of African Americans.</p> <p>Differentiate between legislation that helped and hurt African Americans between 1860 and the 1960’s.</p>	<p>TCI <u>Civics Alive! Foundations and Functions:</u></p> <ul style="list-style-type: none"> • <u>Readings:</u> UNIT 4: The Rights and Responsibilities of Citizens- Lesson 13 <p>TCI <u>History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Teacher Selections as Needed for Background Information <hr/> <p>1. Introduce the guiding question for this part of the unit: How have different groups worked to achieve equal citizenship rights?; Slavery: No Freedom, No Rights iCivics</p> <p>2. Civil War & Reconstruction iCivics</p> <p>3. Jim Crow iCivics</p>

<p><u>Social Studies</u> <u>Disciplinary</u> <u>Practices</u></p> <p>Seeking Diverse Perspectives</p> <p>Developing Questions and Planning Inquiry</p>	<p>Categorize Jim Crow laws based on primary documents.</p> <p>Explain the effect of Jim Crow laws on the post-Civil War African American population.</p> <p>Describe how the Plessy v. Ferguson case established the idea of “separate but equal.”</p> <p>Distinguish between the resistance movements of Booker T. Washington and W.E.B. Du Bois.</p> <p>4. Describe the processes that led to the expansion of rights for African Americans.</p> <p>Identify the role of the three branches of government in establishing and protecting rights.</p> <p>Describe methods that civil rights activists used to protest segregation.</p> <p>Identify individuals and groups that influenced the Civil Rights Movement.</p> <p>Explain the significance of civil rights Supreme Court cases: Brown v. Board of Education, Loving v. Virginia, Bailey v. Patterson, Heart of Atlanta v. US.</p> <p>Explain the significance of the Civil Rights Act of 1964 and 1968, the 24th Amendment, the Voting Rights Act of 1965, and the Fair Housing Act.</p> <p>5. Explain how civic action can affect change</p> <p>Explain how citizens communicate with public officials (protest, petition, sit-ins, etc.).</p>	<p>4. The Road to Civil Rights iCivics</p> <p>a. Optional Game: No Turning Back v1.0 - MissionUS (to be released)</p> <p>5. (FA)Civic Action and Change iCivics; Additional Supplemental Resources:</p> <p>a. TCI: “The Indian Problem”:The American Indian Quest for Civil Rights</p> <p>b. DB Quest: Woman Suffrage and World War I iCivics, A Movement in the Right Direction (Infographic) iCivics</p>
---	---	---

	<p>Compare and contrast views on a contemporary issue.</p> <p>Describe opportunities for citizens to participate in the political process and to monitor and influence government.</p> <p>Describe three steps involved in civic action: inform, act and maintain the message.</p> <p>Discuss the movements for the following groups: women, the disabled, Native Americans and migrant workers, LGBTQIA+, African Americans, Asian Americans</p> <p>6. Compare and evaluate the risk and effectiveness of different strategies for promoting change</p>	<p>c.  CES-TPS_8-12_HowDisability... Video: A Brief but Spectacular Take on the Disability Rights Movement Share My Lesson 30th Anniversary of the Americans with Disabilities Act: What Comes Next?</p> <p>d. Wonder Pack: Stonewall and Pride , examining a timeline of LGBTQIA+ Rights</p> <p>6. (A/PB)Create a graphic organizer or infographic to illustrate the different methods of promoting change.</p>
<p>Integrated accommodations and modifications for the following students:</p> <ul style="list-style-type: none">• Special Education• ELL• At Risk• Gifted and Talented• 504	<ul style="list-style-type: none">• Differentiation Strategies for Special Education Students• Differentiation Strategies for ELL Students• Differentiation Strategies for At-Risk Students• Differentiation Strategies for Gifted and Talented Students• Differentiation Strategies for 504 Students	
<p>Assessments</p>		
<p><u>Benchmark (B)</u></p> <ul style="list-style-type: none">• <u>SGO 1 and 2 DBQ Project Mini Q:</u> <i>Students are expected to complete this activity independently to determine their ability to analyze a series of primary and secondary source documents, select the most appropriate evidence to back up a set of claims, and to compose an analytical response to a specific prompt. Student analytical writing goals and progress will be determined based on student performance on this initial benchmark assessment. Template:</i>  Incorporating Evidence in DBQs Template		
<p><u>Summative</u></p>		

- Teacher-created tests and quizzes
- DBQ Project Mini Q: Can Schools Limit Student Online Speech?
- 1+ Assessment Tasks from SHEG Civic Online Reasoning Lessons (one is included in the Benchmark)

Alternative/Project Based

- In iCivics *The Fourth Branch*, correctly identifying an issue they might contact an official about and who the appropriate official is in a followup written response.
- 1+ Assessment Tasks from SHEG Civic Online Reasoning Lessons (one is included in the Benchmark)
- Create a graphic organizer or infographic to illustrate the different methods of promoting change.

Formative (FA)

- All formative assessments are located in the Learning Activities section above and are labeled with an **(FA)**

Instructional Resources

Digital and Print Texts

- *Civics Alive! Foundations and Functions* (1st ed.). (2022). TCI. TCI.com
- *History Alive! The United States Through Modern Times* (1st ed.). (2022). TCI. TCI.com
- [iCivics](https://www.icivics.org/), iCivics. (n.d.). iCivics. [icivics.org](https://www.icivics.org/)
- [We the People: Civics for Teens \(Teaching Kids How Government Works | Social Studies, Media Literacy and Active Citizenship for Students in Grades 7-10, n.d.\)](#)

Suggested Unit Vocabulary

Sourced from TCI (some appear in iCivics):

1. **citizen:** a person with the legal status and rights connected with being a full member of a nation
2. **citizenship:** legal membership to a state or country; gives members, known as citizens, certain rights and duties
3. **due process:** the principle that no person can be deprived of life, liberty, or property without fair legal procedures and safeguards
4. **immigrant:** a person who moves to a country to live there permanently
5. **lawful permanent resident:** an immigrant who is legally authorized to live and work in the United States permanently, but who is not a U.S. citizen; also known as a resident alien
6. **naturalization:** a legal process through which a person can become a citizen of a country. A naturalized citizen enjoys most or all of the rights of native-born citizens.
7. **Selective Service System:** the U.S. government agency that maintains information about those eligible to serve in the armed forces. Although the military is voluntary, young men must register with this agency shortly after they turn 18 in case they are needed for military service.
8. **responsibility:** something for which one is responsible or answerable, including required duties
9. **undocumented immigrant:** a person who lives and works in a country without legal permission or the required legal papers
10. **civil liberties:** basic freedoms guaranteed under the U.S. Constitution, such as freedom of speech and freedom of religion
11. **civil rights:** rights guaranteed under the law, such as trial by jury and voting rights
12. **equal protection under the law:** a Fourteenth Amendment protection that prohibits states from denying due process or rights to individuals]
13. **property rights:** property rights: the ability of an owner to decide how to use private property such as land and possessions
14. **double jeopardy:** the prosecution of a person a second time for a crime for which the defendant has already been tried once and found not guilty; prohibited under the Fifth Amendment
15. **pleading the fifth:** when a person uses their Fifth Amendment rights to refuse to answer a question in court because they may self-incriminate, or appear to show guilt

16. **search and seizure:** a law enforcement agent's examination of a person or property to find evidence of a crime that has been committed and the taking of property during that examination
17. **warrant:** a document issued by a judge that authorizes law enforcement officers to carry out a search, seizure of evidence, or arrest
18. **cruel and unusual punishment:** a penalty that causes suffering and pain and that is too harsh for the crime
19. **economic freedom:** the right to build businesses, hire workers, and buy or sell property
20. **forced internment:** the use of military or police forces to detain people in camps or prisons without a trial
21. **libel:** publishing false information about someone with intent to cause harm
22. **slander:** orally spreading false information about someone with intent to cause harm
23. **symbolic speech:** conduct that conveys a message without spoken words
24. **civil disobedience:** a form of protest in which people disobey a law they consider unjust
25. **civic participation/action:** peacefully influencing a community's politics through activities like voting, volunteering, protesting, lobbying, and canvassing. It has increased with amendments and laws expanding citizenship and civil rights.
26. **civil society:** associations and other voluntary groups that form a middle layer in society between government and individual families
27. **social capital:** the attitude, spirit, and willingness of people to engage together in civic activities; the connections and bonds that people can draw on to solve common problems
28. **Jim Crow laws:** laws that enforced segregation and denied legal equality to African Americans
29. **poll tax:** a fee people once had to pay in order to vote in elections
30. **bias:** prejudice in favor of or against one thing, person, or group over another
31. **propaganda:** information that is biased or misleading that is used to promote a cause or idea or to damage an opposing cause or idea
32. **misinformation:** false or inaccurate information, often placed deliberately
33. **due process:** the principle that no person can be deprived of life, liberty, or property without fair legal procedures and safeguard

Sourced from ICivics:

34. **Oath of Allegiance:** public promise to be loyal to the United States
35. **treason:** the act of betraying your country
36. **Bill of Rights:** first 10 amendments that include important rights given to all people in the United States
37. **right:** privilege or claim to something
38. **Global Citizenship:** seeing the world as one big community and respecting everyone's rights while being responsible to others and the planet
39. **interpreted:** defined the meaning of

Digital Platforms

- *Civics Alive! Foundations and Functions* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- *DBQ Online*. (2022). *The DBQ Project*. [Dbqonline.com](https://www.dbqonline.com)
- Bill of Rights Institute. (2022). "Life Without The Bill Of Rights." [Life Without The Bill Of Rights](https://www.billofrights.org/life-without-the-bill-of-rights)
- *History Alive! The United States Through Modern Times* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- [iCivics](https://www.icivics.org). iCivics. (n.d.). iCivics. [icivics.org](https://www.icivics.org)
- Mission US. (2022). "No Turning Back v1.0," [No Turning Back v1.0 - MissionUS](https://www.missionus.org/no-turning-back-v1.0)

Digital Supplemental Instructional Tools/Resources

- Storyboard That
- Breakout EDU

- iCivics
- Gimkit
- Gimkit Ink
- Google Suite for Education
- Blooket
- Listenwise
- Flocabulary
- Edulastic
- A Starting Point
- Edpuzzle
- YouTube
- Pear deck
- DBQ Project
- TCI Online Textbook
- Mission US

Student Materials

- Resources mentioned in Learning Activities collected in collected in [Drive Folder](#) where possible

Teacher Materials

- AllSides. (2022) [AllSides](#).
- American Bar Association. (2017). "APPLYING DUE PROCESS," [MIDDLE SCHOOL LESSON PLAN APPLYING DUE PROCESS](#)
- Baker, Frank. (2019). "Real Media Literacy: Spotting a Fake Story." MiddleWeb. [Real Media Literacy: Spotting a Fake News Story](#)
- Bill of Rights Institute. (2022). "Life Without The Bill Of Rights." [Life Without The Bill Of Rights](#)
- *Civics Alive! Foundations and Functions* (1st ed.). (2022). TCI. [TCI.com](#)
- CNN Staff. (2021). "LGBTQ Rights Milestones Fast Facts," CNN. [LGBTQ Rights Milestones Fast Facts | CNN](#)
- DBQ Online. (2022). *The DBQ Project*. [Dbqonline.com](#)
- The Economist Educational Foundation Team (2022). *Topical Talk The Economist*. [Topical Talk - The Economist Educational Foundation](#)
- Harris, Wendy. (2020). "How Disability Activists Created Change," Emerging America. [CES-TPS 8-12 HowDisabilityActivistsCreatedChange.pdf](#)
- *History Alive! The United States Through Modern Times* (1st ed.). (2022). TCI. [TCI.com](#)
- [iCivics](#), iCivics. (n.d.). iCivics. [Icivics.org](#)

- "Is it an infringement of your First Amendment right to regulate speech online?" (2022). *A Starting Point*. [Is it an infringement of your First Amendment right to regulate speech online?](#)
- Listenwise. (2022.) "Teaching Your Students About Fake News," Blog. [Teaching Your Students About Fake News](#)
- Netflix. (2022). "The Bill of Rights," Youtube Video, *We the People*. [We The People | Full Episode | The Bill of Rights feat. Adam Lambert | Netflix](#)
- Newseum. (2022). "Explore the Information Universe," *NewseumED*. [Explore the Information Universe | NewseumED](#)
- Newseum. (2022). "Is It Fair?," *NewseumED*. [Is It Fair? | NewseumED](#)
- PARTISAN PICTURES Production for PBS. (2022) "The All-Volunteer Force: Today's Military and Draft Debate | The Draft" PBS. [The All-Volunteer Force: Today's Military and Draft Debate | The Draft | PBS LearningMedia](#)
- PBS Newhour. (2020) "30 years after ADA's passage, what it means to these Americans with disabilities" Youtube Video. [30 years after ADA's passage, what it means to these Americans with disabilities](#)
- PBS Newhour. (2021) "A Brief But Spectacular take on the disability rights movement" Youtube Video. [A Brief But Spectacular take on the disability rights movement](#)
- PBS Newshour and Pear deck.. (2022). "PBS NewsHour Classroom - Nobel Peace Prize winner Maria Ressa on the importance of a free press" *Pear deck*. [PBS NewsHour Classroom - Nobel Peace Prize winner Maria Ressa on the importance of a free press — Pear Deck](#)
- Pear deck.. (2022). "Wonder Pack: Stonewall and Pride" *Pear deck*. [Wonder Pack: Stonewall and Pride](#)
- Stinson, Jeffrey. (2014) "States Backtrack on Student Tracking Technology," *PEW*, [States Backtrack on Student Tracking Technology | The Pew Charitable Trusts](#)
- Shaped staff. (2019). "Teaching Supreme Court Cases: The Role of the Fourth Amendment in Schools," Houghton Mifflin Harcourt. [Teaching Supreme Court Cases: The Role of the Fourth Amendment in Schools](#)
- Shaped staff. (2019). "Teaching Supreme Court Cases: Drug Testing in High School Athletics," Houghton Mifflin Harcourt. [Teaching Supreme Court Cases: Drug Testing in High School Athletics](#)
- Shaped staff. (2020). "Teaching Supreme Court Cases: Goss v. Lopez Due Process Lesson Plan," Houghton Mifflin Harcourt. [Teaching Supreme Court Cases: Goss v. Lopez Due Process Lesson Plan](#)
- Shaped staff. (2019). "Teaching Supreme Court Cases: Engel v. Vitale and Religion in Schools," Houghton Mifflin Harcourt. [Teaching Supreme Court Cases: Engel v. Vitale and Religion in Schools](#)
- Shaped staff. (2019). "Teaching Supreme Court Cases: Debating the Pledge of Allegiance in Schools," Houghton Mifflin Harcourt. [Teaching Supreme Court Cases: Debating the Pledge of Allegiance in Schools](#)

- Shaped staff. (2019). "Teaching Supreme Court Cases: Tinker v. Des Moines and Freedom of Speech," Houghton Mifflin Harcourt. [Teaching Supreme Court Cases: Tinker v. Des Moines and Freedom of Speech](#)
- Shaped staff. (2019). "Teaching Supreme Court Cases: You Have the Right to Remain Silent," Houghton Mifflin Harcourt. [Teaching Supreme Court Cases: You Have the Right to Remain Silent](#)
- Stanford History Education Group (2022). *Civic Online Reasoning (COR) Curriculum*. [Civic Online Reasoning](#)
- The News Literacy Project (2022). *Checkology*. [Checkology](#)
- [Wayne Township Public Schools Grades 6-8 ELA Analytical Writing Rubric](#)
- [Wayne Township Public Schools Grades 6-8 SS Standards Based DBQ Continuum](#)
- [We the People: Civics for Teens \(Teaching Kids How Government Works | Social Studies, Media Literacy, and Active Citizenship for Students in Grades 7-10, n.d.\)](#)
- US Citizenship and Immigration Services. (2019). "Civics (History and Government) Questions for the Naturalization Test." [Civics \(History and Government\) Questions for the Naturalization Test](#)
- United States Courts (2020). "The Courts and You: From Suffragist Sashes to Antiwar Armbands," Youtube Video, [The Courts and You: From Suffragist Sashes to Antiwar Armbands](#)
- Wiebe, Glenn. (2022). "Masterpiece Matchup: Stick figures, primary sources, and amped up learning." *Historytech*. [Masterpiece Matchup: Stick figures, primary sources, and amped up learning | History Tech](#)

Wayne Township Public Schools

Grade 7

Civics Unit 5

Curriculum Guide

Approved September 2022

Content Area:	Social Studies (Crosswalk)
Grade Level:	7
Course:	Civics
Unit Plan Title:	PUBLIC POLICY AND CIVIC ACTION
Time Frame:	6 Weeks
Pacing Guide:	See Attached District Pacing Guide
NJ Mandates Addressed in this Unit of Study:	Amistad Law: N.J.S.A. 18A 52:16A-88 Holocaust Law: N.J.S.A. 18A:35-28 LGBTQIA+ and People with Disabilities Law: N.J.S.A. 18A:35-4.35 Asian and Pacific Islander (AAPI) Law: N.J.S.A. S4021 Laura Wooton Law: N.J.S.A. 18A:35-41 Climate Change
NJ Diversity & Inclusion Law	N.J.S.A. 18A:35-4.36a : Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.
Unit Summary	
In this unit, students learn the steps of civic action and what it takes to make change in society. Students will research examples of changemakers who succeeded in addressing the problems they saw in American society to gain insight into how individuals can affect the world around them. They will investigate the roles of individuals, political parties, the media, and interest groups in shaping public policy. Afterwards in order to develop an understanding of how policy changes are made, students will engage in a civic action project to study a community issue and how they might address it.	
2020 New Jersey Core Curriculum Content Standards for Social Studies:	

Era: 3. Revolution and the New Nation (1754–1820s)

Core Idea: *Political and civil institutions impact all aspects of people's lives.*

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.

Disciplinary Concept: Civics, Government, and Human Rights: Civic and Political Institutions

Core Idea: *Governments have different structures which impact development (expansion) and civic participation.*

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.

Disciplinary Concept: Civics, Government, and Human Rights: Participation and Deliberation

Core Idea: *Civic participation and deliberation are the responsibility of every member of society.*

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.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

Core Idea: *Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions*

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.

Disciplinary Concept: Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea: *In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.*

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.

**2016 NJSLS for English/Language Arts Companion Standards: History, Social Studies, Science
& Technical Subjects Grades 6-8**

Reading History: Grades 6-8

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RH.6-8.2. 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.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History, Science and Technical Subjects: Grades 6-8

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- WHST.6-8.1. Write arguments focused on discipline-specific content.
 - 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.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Establish and maintain a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- WHST.6-8.3. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 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.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.6-8.1. Write arguments focused on discipline-specific content.

- 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.
- 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.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 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.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Standards: 2016 NJSL for Mathematics: Grade 7

7.SP.A.1

Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. prediction might be.

Interdisciplinary Standards: 2016 NJSL for English Language Arts: Grade 7

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - 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.
 - B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.7.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Interdisciplinary Standards: 2020 New Jersey Student Learning Standards for Visual and Performing Arts Grades 6-8

Media Arts

Artistic Process: Media Arts

Anchor Standard: *Developing and refining techniques and models or steps needed to create products.*

Develop and Construct

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.

Visual

Artistic Process: Visual Arts

Anchor Standard: *Generating and conceptualizing ideas.*

Explore

1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Anchor Standard: *Organizing and developing ideas.*

Investigate

1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

Interdisciplinary Standards: 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking

Design Thinking

Disciplinary Concept: Engineering Design

Core Idea: *Engineering design is a systematic, creative, and iterative process used to address local and global problems.*

8.2.8.ED.2 -- Identify the steps in the design process that could be used to solve a problem.

Core Idea: *The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes."*

8.2.8.ED.3 -- Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

Core Idea: *Engineering design requirements and specifications involve making trade-offs between competing requirements and desired design features.*

8.2.8.ED.7 -- Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

2020 NJSLS for Career Readiness, Life Literacies, and Key Skills

Personal Financial Literacy

Disciplinary Concept: Civic Financial Responsibility

Core Idea: *Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.*

9.1.8.CR.1 -- Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2 -- Compare various ways to give back through strengths, passions, goals, and other personal factors.

Life Literacies and Key Skills

Disciplinary Concept: Creativity and Innovation

Core Idea: *Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.*

9.4.8.Cl.3 -- Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

Disciplinary Concept: Critical Thinking and Problem Solving

Core Idea: *Multiple solutions often exist to solve a problem.*

9.4.8.CT.1 -- Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2 -- Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Core Idea: *An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.*

9.4.8.CT.3 -- Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Disciplinary Concept: Digital Citizenship

Core Idea: *Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.*

9.4.8.DC.1 -- Analyze the resource citations in online materials for proper use

9.4.8.DC.2 -- Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

Disciplinary Concept: Information and Media Literacy

Core Idea: *Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.*

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).

9.4.8.IML.4 -- Ask insightful questions to organize different types of data and create meaningful visualizations.

Core Idea: *Sources of information are evaluated for accuracy and relevance when considering the use of information.*

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).

Core Idea: *There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.*

9.4.8.IML.12 -- Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Disciplinary Concept: Technology Literacy

Core Idea: *Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.*

9.4.8.TL.3 -- Select appropriate tools to organize and present information digitally.

9.4.8.TL.4 -- Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

New Jersey Social Studies Disciplinary Practices

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an

	understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.


Essential Questions



- How can you use the political system to make a difference? How can individuals and civil society influence public policy?
- In what ways and to what extent do political parties, the media, and interest groups influence our political decisions?
- What are the challenges facing my community and how can I help?
- What are the skills necessary for effective, informed citizenship?

Enduring Understandings




- Civic participation and deliberation are the responsibility of every member of society. In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy. Lifelong citizen engagement and participation in the community is necessary for our democracy to continue.
- Public policy includes the decisions, commitments and actions made by those who hold or affect government positions. Individuals and civil society can influence public policy outcomes by speaking with their elected representatives and lobbying for change. Political parties, interest groups, and the media also influence the development of public policy.
- Developing an informed action plan to have a public policy solution implemented by an appropriate governmental agency develops civic skills and positive civic attitudes.

Instructional Focus: Vocabulary of Public Policy		
NJSLS & Mandates	Student Learning Targets	Learning Activities
<p><u>Social Studies</u></p> <p>6.1.8.CivicsPI.3.c 6.3.8.CivicsPI.3 6.3.8.CivicsPD.2 6.3.8.CivicsPD.3</p> <p><u>ELA Companion</u></p> <p>RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 RH.6-8.10 WHST.6-8.2.A-F WHST.6-8.3 WHST.6-8.6-10</p> <p><u>Career Readiness, Life Literacies & Key Skills</u></p> <p>FL: 9.1.8.CR.1</p>	<p>Overall: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.</p> <p>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.</p> <p>Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.</p> <p>1. Define the following terms: public sphere, public agenda, public opinion, public policy.</p> <p>Identify the relationships among the public sphere, the public agenda, public opinion, and public policy.</p> <p>Describe the effect of the news on the public agenda.</p>	<p>TCI <u>Civics Alive! Foundations and Functions:</u></p> <ul style="list-style-type: none"> • <u>Readings:</u> Unit 4: The Rights and Responsibilities of Citizens- Lesson 11 Visual Discovery Activity • <u>Readings:</u> Unit 5: Political Processes - Lessons 14, Section 5-9 • <u>Readings:</u> Unit 5: Political Processes - Teacher Selections from Lesson 16 <p>TCI <u>History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Teacher Selections as Needed for Background Information, such as lesson 32, The Role of Social Media in Politics or readings on various movements <hr/> <p>1. (FA) What is the Public Sphere Lesson Plan iCivics, The Poll Picture (Infographic) How Public Opinion Polling Works Poster iCivics</p>

<p>FL:9.1.8.CR.2 LL: 9.4.8.CI.3 LL: 9.4.8.DC.1 LL: 9.4.8.DC.2 LL: 9.4.8.IML.3 LL: 9.4.8.IML.4 LL: 9.4.8.IML.7 LL: 9.4.8.IML.12 LL: 9.4.8.TL.3-4</p> <p><u>Interdisciplinary</u> Math: 7.SP.A.1 ELA: SL.7.1A-D ELA: SL.7.2. ELA: SL.7.5. ELA: SL.7.6. VPA: 1.2.8.Cr1a VPA: 1.2.8.Cr3c VPA: 1.5.8.Cr2c</p> <p><u>Mandate(s)</u> <i>All of the following mandates could be addressed based on student choice at time of activity.</i> Amistad Holocaust AAPI LGBTQIA+ & PwD Climate Change</p> <p><u>Social Studies Disciplinary Practices</u> Gathering and Evaluating Sources Seeking Diverse Perspectives Taking Informed Action Developing Questions and Planning Inquiry</p>	<p>Evaluate different ways of reporting poll results.</p> <p>2. Analyze the role of mass media in monitoring and influencing government and the public sphere.</p> <p>Explain the impact of the media on monitoring and influencing government and the public sphere.</p> <p>Analyze media communications for bias.</p> <p>Recognize the media acting in its roles as gatekeeper, agenda-setter, and watchdog.</p> <p>3. Identify three ways groups and organizations can influence the actions of government.</p> <p>Explain how individuals, public opinion, associations and groups form and carry out public policy.</p> <p>Describe the position of opposing groups on a public policy issue.</p> <p>4. Analyze a podcast and video on how citizen power can be utilized to create change.</p> <p>Create a visual representation reflecting on the key ideas of a video and podcast to deepen understanding of citizen power.</p> <p>5. Conduct a research project that uses and cites multiple sources presenting a changemaker's story that discusses:</p> <ul style="list-style-type: none"> • The problems they identified • The actions they took • Their achievements • An evaluation of their impact 	<p>2. (FA) The Role of Media Lesson Plan iCivics a. Supplemental Reading: Journalism Free Media Literacy Articles for Students in Grades 7-10 We the People Scholastic</p> <p>3. (FA) Interest Groups iCivics</p> <p>4. (FA) Lesson: Citizen Power Makes Democracy Work Facing History a. Supplemental Reading: Student Movements Free Active Citizenship Articles for Students in Grades 7-10</p> <p>5. (S, A/PB) Case Studies in Policy Change a. Teacher Selected Videos from  Stories of Young Changemakers , , Disney's Citizen Kid - YouTube about young activists, TCI Unit 5 video b. Students Select and research a current teen or historically important changemaker and create a display about their work.</p>
---	--	---

		 Changemaker Choice Board Possible Starting Resources: <ul style="list-style-type: none"> i. Rachel Carson's Fight for the Environment iCivics ii. TCI History Lesson 31 reading on Ryan White iii. Ethel Payne: First Lady of the Black Press iCivics iv. The NAACP Legal Defense Fund iCivics v. Students and the Struggle for School Integration iCivics vi. Stepping Forward: The Fight for College Integration iCivics vii. The Shelleys & the Right to Fair Housing iCivics viii. Changemaker Biographies ix. Women & the American Story life stories x. Stories for Early Changemaking Ashoka
Instructional Focus: Politics and Parties		
NJSLS & Mandates	Student Learning Targets	Learning Activities
<u>Social Studies</u> 6.1.8.CivicsPI.3.c 6.3.8.CivicsPI.3 6.3.8.CivicsPD.1 6.3.8.CivicsPD.2 <u>ELA Companion</u> RH.6-8.1-6 RH.6-8.8-9 WHST.6-8.1 A-E WHST 6-8.2 A-F WHST 6-8.3-4 WHST 6-8.9-10 <u>Career Readiness, Life Literacies & Key Skills</u> LL: 9.4.8.Cl.3 <u>Interdisciplinary</u>	Overall: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level. 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. Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.	TCI Civics Alive! Foundations and functions: <ul style="list-style-type: none"> ● <u>Readings</u>: Unit 5: Political Processes - Lesson 14, Section 1-4 ● <u>Readings</u>: Unit 5: Political Processes - Teacher Selections from Lesson 15 ● <u>Activity</u>: Unit 14: Preview Activity Discussion and Party Affiliation Survey ● <u>Activity</u>: Unit 5: Political Processes - Lesson 14 TCI History Alive! The US Through Modern Times <ul style="list-style-type: none"> ● <u>Reading</u> Teacher Selections as Needed for Background Information such as Lesson 32, Section 1 <hr/> 1. (FA) Hook Exercise Options:  Copy of Let's Get Political! (peardeck) or TCI Unit 14: Preview Activity Discussion and Party Affiliation Survey

<p>ELA: SL.7.1A-D</p> <p><u>Social Studies</u> <u>Disciplinary</u> <u>Practices</u></p> <p>Gathering and Evaluating Sources</p> <p>Developing Claims and Using Evidence</p> <p>Presenting Arguments and Explanations</p>	<p>2. Define “political party” and describe the roles of political parties.</p> <p>Identify ways that political parties influence public policy.</p> <p>Distinguish between single-party, two-party, multi-party systems, and proportional representation.</p> <p>3. Distinguish between the different political party systems: single-party, two-party, and multi-party as well as proportional representation.</p> <p>Understand the process of ranked-choice voting.</p> <p>Discuss the pros and cons of this electoral system.</p> <p>4. Student groups will create informational websites about hypothetical presidential candidates and interest groups that are appropriate to their party and/or policy goals.</p> <p>Students will interact in character to determine which interest groups may endorse specific candidates.</p> <p>5. Make a claim based on evidence in a DBQ essay related to active citizenship and/or policymaking.</p>	<p>2. One Big Party? Role of Political Parties Lesson Plan iCivics, Scholastic Reading Life of the Parties and hyperlinks</p> <p>a. Supplemental Options: Democratic Party Free US Government Articles for Students in Grades 7-10; America 101: Why a Donkey for Democrats? - HISTORY ;</p> <p>b. Supplemental Options: Republican Party Free US Government Articles for Students in Grades 7-10 We the People Scholastic; America 101: Why an Elephant for Republicans? - HISTORY</p> <p>3. Party Systems Different Political Parties Lesson Plan iCivics,</p> <p>4. (A/PB)TCI Activity: Student groups will create simulated informational websites about hypothetical presidential candidates and interest groups and then interact in a meet and greet that simulated the relationship of interest groups and politicians.</p> <p>5. (S)DBQ Project:Teacher Selection from What Types of Citizen Does a Democracy Need?, Stopping Food Waste: What Works for Our School?, or How should the US reduce economic inequality?</p> <p>Optional Extension: Simulation on how competing agendas influence politics: Teaching with Games based on Separation of Powers: What's for Lunch? </p>
<p>Instructional Focus: Public Action Research</p>		

NJSLs & Mandates	Student Learning Targets	Learning Activities
<p><u>Social Studies</u> 6.3.8.CivicsPD.1 6.3.8.CivicsPD.2 6.3.8.CivicsPR.6</p> <p><u>ELA Companion</u> RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 WHST.6-8.1 WHST.6-8.2 WHST.6-8.3 WHST.6-8.7</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> LL: 9.4.8.CI.2 LL: 9.4.8.CI.3 LL: 9.4.8.CT.1 LL: 9.4.8.CT.2 LL: 9.4.8.CT.3</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.2 ELA: SL.7.3 ELA: SL.7.4 ELA: SL.7.5 ELA: SL.7.6 VPA: 1.2.8.Cr1a VPA: 1.2.8.Cr3c VPA: 1.5.8.Cr1b VPA: 1.5.8.Cr2c</p>	<p>Overall: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.</p> <p>Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy</p> <p>Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</p> <p>1. Describe the ways that citizens can engage with their environment to affect political change.</p> <p>2. Read articles about two county issues. (Need to be selected by the teacher ahead of the lesson)</p> <p>Collect information from the articles.</p> <p>Analyze why the issues are significant.</p> <p>Identify personal connections to the issues.</p> <p>Select one issue to tackle for the County Solutions project.</p>	<p>(A/PB) ACTION PROJECT STRUCTURED BY ICIVICS *Note: Unit 5 of TCI offers a similar, less structured version of this project as an inquiry activity.</p> <ol style="list-style-type: none"> 1. Students Engage! - Lesson Plan, Reading Active Citizenship <ol style="list-style-type: none"> a. Supplemental Videos: <ul style="list-style-type: none">  H.E.R. Episode Commentary ...  We The People Full Episode ... 2. Step One: We've Got Issues iCivics <ol style="list-style-type: none"> a.  Copy of I've Got Issues! - Pear deck version of this iCivics Step. b. Students should be presented with articles about a recent budget issue and take and support their position on it. Local Budget Resources: <ol style="list-style-type: none"> i. https://www.njspointlightnews.org/budget/ ii. https://www.tapinto.net/towns/wayne/sections/governm ent iii. https://patch.com/new-jersey/wayne

DT: 8.2.8.ED.2
DT: 8.2.8.ED.3
DT: 8.2.8.ED.7

Mandate(s)

All of the following mandates could be addressed based on student choice at time

of activity.

LGBTQIA+ & PwD
Climate Change

Social Studies
Disciplinary
Practices

Taking Informed
Action

Engaging in Civil
Discourse and
Critiquing
Conclusions

3. Read news articles to understand the problem the class has selected.

Analyze the articles using 5W+H (who, what, when, where, why, and how).

Summarize the problem.

4. Compare the roles and effectiveness of three types of actors (individuals, groups, and the government).

Suggest solutions for hypothetical county problems.

Generate a list of actions the three types of actors could take to help address the class problem or issue.

5. Collect information about the class public policy issue from internet resources.

Identify groups and individuals who are addressing the issue the class has selected.

6. Identify action and regulation as two types of public policy.

Evaluate the restrictions and benefits of hypothetical regulations.

7. Analyze examples of government actions and regulations using 5W+H.

Explain how the real-life actions involve the government, groups, and individuals.

Explain how both limit freedom and offer benefits.

Evaluate each example for how far it can go to actually address the issue.

3. [Step Two: The News and You | iCivics](#),
 - a. Possible Resource:
<https://www.allsides.com/unbiased-balanced-news>
4. [Step Three: Who You Gonna Call? | iCivics](#)
5. [Step Four: Working With Websites | iCivics](#)
6. [Step Five: All About Public Policy | iCivics](#)
7. [Step Six: Real World Policies | iCivics](#)

<p>Decide whether action or regulation is a better fit for the class issue.</p> <p>8. Work in a group to brainstorm solutions for the class problem.</p> <p>Evaluate potential effectiveness of ideas the class has brainstormed.</p> <p>Evaluate the ideas for cost and simplicity.</p> <p>9. Summarize the problem and the research they have completed in earlier steps.</p> <p>Describe their proposed solution using a 5W + H graphic organizer.</p> <p>Analyze the benefits/limitations or the roles of various actors in the proposed regulation or action.</p> <p>Predict the long-term effect of the proposed solution.</p> <p>10. Identify a variety of strategies for building public awareness and support.</p> <p>Evaluate the best strategies to use for different objectives.</p> <p>Create components of an action campaign for the solution the class chose <i>(Can stop here as a hypothetical campaign or be taken into the real world by students).</i></p>	<p>8. Step Seven: Brainstorm a-Brewin' iCivics</p> <p>9. Step Eight: Positions, Please! iCivics</p> <p>10. (S, A/PB) Step Nine: Action Campaign iCivics</p>
<p>Integrated accommodations and modifications for the following students:</p> <ul style="list-style-type: none">• Special Education• ELL• At Risk• Gifted and Talented	<ul style="list-style-type: none">• Differentiation Strategies for Special Education Students• Differentiation Strategies for ELL Students• Differentiation Strategies for At-Risk Students

- 504

- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for 504 Students](#)

Assessments

Benchmark (B)

- *SGO 1 and 2 DBQ Project Mini Q: Students are expected to complete this activity independently to determine their ability to analyze a series of primary and secondary source documents, select the most appropriate evidence to back up a set of claims, and to compose an analytical response to a specific prompt. Student analytical writing goals and progress will be determined based on student performance on this initial benchmark assessment. Template:*
[Incorporating Evidence in DBQs Template](#)

Summative

- Teacher-created tests and quizzes
- DBQ Project Teacher Selection from the following list:
 - Mini Q: What Types of Citizen Does a Democracy Need?
 - Mini Q: Stopping Food Waste: What Works for Our School?
 - Mini Q: How should the US reduce economic inequality?
- Multimedia research project about a recent or historic changemaker
- Action Research Project structured by iCivics

Alternative/Project Based

- Multimedia research project about a recent or historic changemaker
- TCI Activity: Student groups will create simulated informational websites about hypothetical presidential candidates and interest groups and then interact in a meet and greet that simulated the relationship of interest groups and politicians.
- Action Research Project structured by iCivics

Formative (FA)

- All formative assessments are located in the Learning Activities section above and are labeled with an (FA)

Instructional Resources

Digital and Print Texts

- Civics Alive! Foundations and Functions (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)

- *History Alive! The United States Through Modern Times* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- [We the People: Civics for Teens \(Teaching Kids How Government Works | Social Studies, Media Literacy and Active Citizenship for Students in Grades 7-10, n.d.\)](#)

Suggested Unit Vocabulary

Sourced from TCI (some appear in iCivics):

1. **interest group:** any organized group whose members share a common goal and try to promote their interests by influencing government policymaking and decision making
2. **lobbying:** an organized effort to influence the policy process by persuading officials to favor or oppose action on a specific issue
3. **political action committee (PAC):** an organization that raises and distributes funds to candidates running for office. Corporations, labor unions, and interest groups form PACs to channel donations from employees, members, or the public into political campaigns.
4. **political party:** an organization that seeks to achieve power by electing its members to public office
5. **two-party system:** a political system in which two parties dominate the electoral process and control the government
6. **Democratic Party:** one of the two major political parties in the United States. It is the more liberal party.
7. **grassroots mobilization:** the rallying of strong and vocal support from a large group of people at the local level
8. **litigation:** the process of bringing a lawsuit against someone
9. **precinct:** a local voting district of a city or town
10. **Republican Party:** one of the two major political parties in the United States. It is the more conservative party.
11. **special interests:** a group that seeks to influence government policy making and decision making to further its particular goals; an interest group
12. **think tank:** an organization of scholars and policy experts who study public issues and write articles and books summarizing their research
13. **debate:** a formal discussion between candidates about issues; a moderator poses questions and allows for timed answers and replies between the candidates
14. **general election:** an election in which voters choose among candidates from different parties to fill an elective office
15. **platform:** a formal set of ideas and principles put forth by a candidate or political party on several important issues
16. **primary election:** an election in which voters determine a political party's nominee for an elective office
17. **winner-take-all system:** an electoral system that awards offices to the highest vote-getters without ensuring representation for voters in the minority. Under this system, a slim majority of voters can control 100 percent of elected offices.
18. **mass media:** means of communication that reach a large audience. Today, mass media include newspapers, magazines, radio, television, and the internet.
19. **watchdog:** a metaphor for the press's role in guarding democracy from government wrong-doing, such as corruption or abuse of power
20. **agenda-setting power:** the ability to make issues a public priority and get them on the public agenda
21. **media bias:** real or imagined prejudice that is thought to affect what stories journalists cover and how they report those stories
22. **misinformation:** false or inaccurate information, often placed deliberately
23. **mudslinging:** emphasizing the negative aspects of an opponent or policy; a feature of negative campaigning
24. **opinion journalism:** the expression of personal views and opinions in the news media, with little or no attempt to make that coverage objective
25. **photo op:** a carefully staged event designed to produce memorable photographs and video images
26. **political socialization:** the process by which people form their political values and attitudes; starts in childhood and continues through adulthood
27. **sound bite:** a short quote for the news media that conveys information or opinions in a catchy or memorable way
28. **spin:** the deliberate shading of information about a person or an event in an attempt to influence public opinion

Sourced from iCivics:

29. **public sphere:** a place where society discusses the issues that affect everyone

30. **public policy:** the stand the government takes about a problem or an idea for improvement
31. **public agenda:** a to-do list of issues that much of the public agrees are a priority
32. **public spotlight:** when public attention focuses on a person or event that does not require public action
33. **public opinion:** the view that a significant part of the public has about an issue
34. **polls:** surveys that ask people what they think about an issue
35. **sample:** a smaller group representative of a whole
36. **public policy:** the stand the government takes on an issue
37. **commercial(adj.):** for-profit
38. **gatekeeper:** individual or organization deciding what passes a barrier or gets attention
39. **endorse:** officially support
40. **politically independent:** not identifying with a political party

Digital Platforms

- *Civics Alive! Foundations and Functions* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- *DBQ Online*. (2022). *The DBQ Project*. [Dbqonline.com](https://www.dbqonline.com)
- *History Alive! The United States Through Modern Times* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- [iCivics](https://www.icivics.org), iCivics. (n.d.). iCivics. [icivics.org](https://www.icivics.org)

Digital Supplemental Instructional Tools/Resources

- Storyboard That
- Breakout EDU
- iCivics
- Gimkit
- Gimkit Ink
- Google Suite for Education
- Blooket
- Listenwise
- Flocabulary
- Edulastic
- A Starting Point
- Edpuzzle
- YouTube
- Pear deck
- DBQ Project
- TCI Online Textbook

Student Materials

- Resources mentioned in Learning Activities collected in collected in [Drive Folder](#) where possible

Teacher Materials

- Ashoka. (2022). *Stories for Early Changemaking*. Ashoka. [Stories for Early Changemaking | Ashoka](#)
- Ashoka. (2022). *Stories of Young Changemakers*. Ashoka. Youtube Channel. [Stories of Young Changemakers](#)
- Disney (2014). *Disney's Citizen Kid*. Youtube Channel. [Disney's Citizen Kid - YouTube](#)
- Civics Alive! *Foundations and Functions* (1st ed.). (2022). TCI. [TCI.com](#)
- DBQ Online. (2022). *The DBQ Project*. [Dbqonline.com](#)
- Democratic Knowledge Project. (2022). *Changemaker Biographies*. [Changemaker Biographies](#)
- The Economist Educational Foundation Team (2022). *Topica Talk The Economist*. [Topical Talk - The Economist Educational Foundation](#)
- Facing History. (2022). "Citizen Power Makes Democracy Work." [Lesson: Citizen Power Makes Democracy Work | Facing History](#)
- History Alive! *The United States Through Modern Times* (1st ed.). (2022). TCI. [TCI.com](#)
- History.com Editors. (2022). "America 101: Why a Donkey for Democrats?" *History.com* [America 101: Why a Donkey for Democrats? - HISTORY](#)
- History.com Editors. (2022). "America 101: Why an Elephant for Republicans?" *History.com* [America 101: Why an Elephant for Republicans?](#)
- Netflix. (2022). "H.E.R. Episode Commentary," Youtube Video, *We the People*. [H.E.R. Episode Commentary | We The People | Netflix](#)
- Netflix. (2022). "Active Citizenship," Youtube Video, *We the People*. [We The People | Full Episode | Active Citizenship \(H.E.R.\) | Netflix](#)
- NJ Spotlight News (2022). <https://www.njspotlightnews.org/>
- Patch Media. (2022). Wayne Patch. [Wayne News, Breaking News in Wayne, NJ](#)
- Roughton, Kevin. (n.d.) "[The Government and You](#)" *Teach With Magic*. [www.mrroughton.com](#)
- Roughton, Kevin. (n.d.) "[Teaching with Games](#)." *Teach With Magic*. [www.mrroughton.com](#)
- Tap IP, LCC. (2022). Tapinto Wayne. [Wayne, NJ Government Section | TAPinto](#)
- [Wayne Township Public Schools Grades 6-8 ELA Analytical Writing Rubric](#)
- [Wayne Township Public Schools Grades 6-8 SS Standards Based DBQ Continuum](#)
- *Women and the America Story*. (2022). New York Historical Society. [Women & the American Story](#)

Wayne Township Public Schools

Grade 7

Financial Literacy Unit 1

Curriculum Guide

Approved September 2022

Content Area:	Social Studies (Crosswalk)
Grade Level:	7
Course:	Financial Literacy
Unit Plan Title:	GOVERNMENT AND THE ECONOMY
Time Frame:	4 Weeks
Pacing Guide:	See Attached District Pacing Guide
NJ Mandates Addressed in this Unit of Study:	Climate Change
NJ Diversity & Inclusion Law	N.J.S.A. 18A:35-4.36a : Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Unit Summary

In this unit, students learn about the relationship between the government and the economy. Starting with the basics of the market economy, students learn about government regulations on our market economy, where the government gets its money and what the government spends it on, and how banks and lending influence our economic system. They will engage in economic inquiries looking at problems based on real world policy issues, including an investigation into climate change policies involving mitigation or adaptation strategies.

2020 New Jersey Core Curriculum Content Standards for Social Studies:

Disciplinary Concept: Civics, Government, and Human Rights: Civic and Political Institutions

Core Idea: *Political and civil institutions impact all aspects of people's lives.*

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

Core Idea: *Governments have different structures which impact development (expansion) and civic participation.*

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

Disciplinary Concept: Civics, Government, and Human Rights: Participation and Deliberation

Core Idea: *Civic participation and deliberation are the responsibility of every member of society.*

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

Disciplinary Concept: Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea: *In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.*

6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.

Disciplinary Concept: Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea: *Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals*

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).

6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

2016 NJSL for English/Language Arts Companion Standards: History, Social Studies, Science & Technical Subjects Grades 6-8

Reading History: Grades 6-8

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RH.6-8.2. 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.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Writing History, Science and Technical Subjects: Grades 6-8

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- WHST.6-8.1. Write arguments focused on discipline-specific content.
 - 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.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Establish and maintain a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Standards: 2020 NJSLS for Comprehensive Health and Physical Education Grades 6-8

2.1 Personal and Mental Health:

A. Community Health Services and Support

Content Statement: *Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.*

- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.

Interdisciplinary Standards: 2016 NJSLS for Mathematics: Grade 7

7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

Interdisciplinary Standards: 2020 NJSLS for Science: Grades 6-8

MS-PS1: Matter and its Interactions

MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

MS-LS2: Ecosystems: Interactions, Energy, and Dynamics

MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

MS-ESS3: Earth and Human Activity

MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused climate change over the past century.

MS-ETS1: Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

Interdisciplinary Standards: 2016 NJSL for English Language Arts: Grade 7

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - 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.
 - B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - D. Acknowledge new information expressed by others and, when warranted, modify their own views.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.7.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

Interdisciplinary Standards: 2020 New Jersey Student Learning Standards for Visual and Performing Arts Grades 6-8

Visual

Artistic Process: Visual Arts

Anchor Standard: *Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.*

Relate

1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.

Interdisciplinary Standards: 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking

Design Thinking

Disciplinary Concept: Interaction of Technology and Humans

Core Idea: *Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.*

8.2.8.ITH.1-- Explain how the development and use of technology influences economic, political, social, and cultural issues.

Disciplinary Concept: Effects of Technology on the Natural World

Core Idea: *Some technological decisions involve tradeoffs between environmental and economic needs, while others have positive effects for both the economy and environment.*

8.2.8.ETW.2 --Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital)

8.2.8.ETW.3 --Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

8.2.8.ETW.4 --Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.

Disciplinary Concept: Ethics and Culture

Core Idea: *Technological disparities have consequences for public health and prosperity.*

8.2.8.EC.1 -- Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2 -- Examine the effects of ethical and unethical practices in product design and development.

2020 NJSLs for Career Readiness, Life Literacies, and Key Skills

Personal Financial Literacy

Disciplinary Concept: Civic Financial Responsibility

Core Idea: *There are government agencies and policies that affect the financial industry and the broader economy.*

9.1.8.CR.3 -- The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

9.1.8.CR.4 -- Examine the implications of legal and ethical behaviors when making financial decisions.

Disciplinary Concept: Credit and Debt Management

Core Idea: *There are strategies to increase your savings and limit debt.*

9.1.8.CDM.1 -- Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.

Disciplinary Concept: Economic and Government Influences

Core Idea: *Taxes affect one's personal finances.*

9.1.8.EG.1 -- Explain how taxes affect disposable income and the difference between net and gross income

9.1.8.EG.2 -- Explain why various sources of income are taxed differently.

Core Idea: *There are government agencies and policies that affect the financial industry and the broader economy.*

9.1.8.EG.3 -- Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

9.1.8.EG.4 -- Identify and explain the consequences of breaking federal and/or state employment or financial laws.

9.1.8.EG.5 -- Interpret how changing economic and societal needs influence employment trends and future education

9.1.8.EG.6 -- Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.

9.1.8.EG.7 -- Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

9.1.8.EG.8 -- Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

Core Idea: *There are procedures required to take advantage of consumer protection laws and assistance programs.*

9.1.8.EG.9 -- Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

Disciplinary Concept: Planning and Budgeting

Core Idea: *A budget aligned with an individual's financial goals can help prepare for life events.*

9.1.8.PB.1 -- Predict future expenses or opportunities that should be included in the budget planning process.

9.1.8.PB.3 -- Explain how to create budget that aligns with financial goals

9.1.8.PB.4 -- Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).

Core Idea: *Goals (e.g., higher education, autos, and homes, retirement), affect your finances.*

9.1.8.PB.6 -- Construct a budget to save for short-term, long term, and charitable goals

Life Literacies and Key Skills

Disciplinary Concept: Creativity and Innovation

Core Idea: *Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.*

9.4.8.Cl.1 -- Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

9.4.8.Cl.2 -- Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3)

9.4.8.Cl.3 -- Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

Disciplinary Concept: Critical Thinking and Problem Solving

Core Idea: *Multiple solutions often exist to solve a problem.*

9.4.8.CT.1 -- Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2 -- Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Core Idea: *An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.*

9.4.8.CT.3 -- Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Disciplinary Concept: Digital Citizenship

Core Idea: *Digital technology and data can be leveraged by communities to address effects of climate change.*

9.4.8.DC.8 -- Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).

Disciplinary Concept: Global and Cultural Awareness

Core Idea: *Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.*

9.4.8.GCA.1 -- Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

New Jersey Social Studies Disciplinary Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information,

	analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
Essential Questions	
<ul style="list-style-type: none"> What does the concept of the economy include? How does it relate to your life as a member of society? 	




- How does the government influence the economy and businesses through regulations, laws, incentives, and disincentives? What *should* the role of the government be in managing the economy?
- How can our society strike a balance between economic concerns and other concerns, such as environmental ones, when they come into conflict?




Enduring Understandings

- Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.
- The economy is how a society organized the production and consumption of goods and services. It is the system in which individuals offer labor, but goods and services, and seek to secure their economic well-being.
- Taxes affect one's personal finances. How much people are taxed and what taxes fund is a political issue.
- The government in a market system like the United States is not fully in control of the economy. However, the government tries to influence the economy by creating incentives, programs, and disincentives. There are government agencies and policies that affect the financial industry and the broader economy.
- The government engages in economic decision-making when it decides to enact political policies, whether those policies are aimed at industry, climate change, or other issues.

Instructional Focus: The Market Economy


NJSL & Mandates	Student Learning Targets	Learning Activities
-----------------	--------------------------	---------------------


<p><u>Social Studies</u> 6.3.8.EconET.2</p> <p><u>ELA Companion</u> RH.6-8.3</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> FL: 9.1.8.EG.6</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.2. DT: 8.2.8.ITH.1</p>	<p>Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods</p> <p>Describe the characteristics of a market economy, including the principle and protection of private property rights.</p> <p>Identify the relationship among supply, demand, scarcity, and opportunity cost.</p> <p>Analyze how profit, incentive, and competition motivate individuals, households, and businesses.</p> <p>Describe the circular flow that shows the interaction among consumers/households, businesses/producers, and markets.</p> <p>Compare the market economy to other types of economies (command, traditional, mixed).</p>	<p><u>TCI Civics Alive! Foundations and functions:</u></p> <ul style="list-style-type: none"> • <u>Readings:</u> UNIT 5: Geography and Economics - Teacher Selections from Lesson 20 <p><u>TCI History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Teacher Selections as Needed for Background Information <hr/> <p>1. (FA) The Market Economy iCivics,</p> <p>a. Watch and Discuss Supply Chain Disruptions Video</p> <p>Supplemental/Extension Options</p> <p>b.  Copy of EA: Is Disney Too Cheap?</p> <p>c.  3 - Market Characteristics (we...</p> <p>d.  4 - Market Failures (web).pptx</p> <p>e. EconEdLink: Economic and Personal Finance Resources for K-12 materials</p>
<p>Instructional Focus: The Business Cycle</p>		
<p>NJSLS & Mandates</p>	<p>Student Learning Targets</p>	<p>Learning Activities</p>

<p><u>Social Studies</u> 6.3.8.EconET.2</p> <p><u>ELA Companion</u> RH.6-8.3</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> FL: 9.1.8.EG.7 FL: 9.1.8.EG.8</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.2.</p>	<p>Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions;</p> <p>Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.</p>	<p>TCI <u>Civics Alive! Foundations and functions:</u></p> <ul style="list-style-type: none"> • <u>Readings:</u> UNIT 5: Geography and Economics - Teacher Selections from Lesson 20 <p>TCI <u>History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Teacher Selections as Needed for Background Information <hr/> <p>1. Economic Cycles Biz Kids Lesson Plan Lesson 208 can be taught with just the five clips and not the full episode</p> <ol style="list-style-type: none"> EconEdLink - The Business Cycle Video and Quiz EconEdLink - Inflation 101 <p>Supplemental/Extension Options</p> <ol style="list-style-type: none">  Copy of EA: Is Disney Too Cheap?  Copy of What in the World is...  Copy of EI3: Gold Rush EconEdLink: Economic and Personal Finance Resources for K-12 materials
---	---	--

Instructional Focus: Government and the Economy

NJSLS & Mandates	Student Learning Targets	Learning Activities
<p><u>Social Studies</u> 6.3.8.CivicsPI.1 6.3.8.CivicsPI.4 6.3.8.EconET.2</p> <p><u>ELA Companion</u> RH.6-8.2 RH.6-8.3 RH.6-8.6</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> FL: 9.1.8.CR.3 FL: 9.1.8.EG.4 FL: 9.1.8.EG.5 FL: 9.1.8.EG.9 LL: 9.4.8.CI.3</p>	<p>1. Compare the government's role in free market, command, and mixed economies.</p> <p>Analyze the role of consumers, private producers, and the government in the U.S. mixed economy.</p> <p>Explain the effects of government policies on the free market.</p>	<p>TCI <u>Civics Alive! Foundations and functions:</u></p> <ul style="list-style-type: none"> • <u>Readings:</u> UNIT 5: Geography and Economics - Teacher Selections from Lesson 20 <p>TCI <u>History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Teacher Selections as Needed for Background Information <hr/> <p>1. (FA) Government & the Economy iCivics</p>




<p>LL: 9.4.8.CT.3</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D SCI: MS-PS1-3 DT: 8.2.8.EC.1 DT: 8.2.8.EC2</p> <p><u>Social Studies</u> <u>Disciplinary</u> <u>Practices</u></p> <p>Taking Informed Action</p> <p>Gathering and Evaluating Sources</p>	<p>Describe how government policies allow either free or restricted trade.</p> <p>Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</p> <p>Identify U.S. laws protecting consumer rights and avenues of recourse.</p> <p>2. Identify the cost/benefits of government regulation and information in a market economy.</p> <p>Identify and interpret the information provided on food labels.</p> <p>Use this information when making purchasing decisions.</p> <p>3. Identify and explain the consequences of breaking federal and/or state employment or financial laws.</p> <p>4. Identify tools the government uses to protect competition in our market economy by examining anti-trust actions</p>	<p>2. Guess Who's Coming to Dinner, optionally paired with excerpts from Upton Sinclair's <i>The Jungle</i></p> <p>3. Lesson 1: Infectious Greed: Corporate Chicanery & White-Collar Crime Morningside Center for Teaching Social Responsibility</p> <p>4. TCI Lesson 20: Explore- Government Regulation to Protect Competition</p> <p>Supplemental/Extension Options</p> <p>a.  Copy of Economic Inquiry #4: ...</p> <p>b. EconEdLink: Economic and Personal Finance Resources for K-12 materials</p>
<p>Instructional Focus: Taxes</p>		
<p>NJSLS & Mandates</p>	<p>Student Learning Targets</p>	<p>Learning Activities</p>

<p><u>Social Studies</u> 6.3.8.Civics.PI.1 6.3.8.Civics.PI.4 6.3.8.Econ.ET.2</p> <p><u>ELA Companion</u> RH.6-8.2 RH.6-8.7</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> FL: 9.1.8.CR.3 FL: 9.1.8.EG.1 FL: 9.1.8.EG.2 FL: 9.1.8.EG.3</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D Math: 7.RP.A.1 Math: 7.RP.A.3 Math: 7.EE.B.3</p>	<p>1. Recognize the difference between public and private goods and services.</p> <p>Explain how taxes affect disposable income and the difference between net and gross income</p> <p>Explain why various sources of income are taxed differently.</p> <p>Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.</p> <p>2. Identify the government's sources of tax revenue</p> <p>Explain that government uses tax money to provide certain goods and services.</p> <p>Explain how federal, state, and local taxes support the economy as a function of the U.S. government.</p> <p>Describe the impact of taxation.</p> <p>Analyze a pay stub.</p> <p>Calculate sales tax and compare the effect of different tax rates on total price paid.</p>	<p><u>TCI Civics Alive! Foundations and functions:</u></p> <ul style="list-style-type: none"> • <u>Readings:</u> UNIT 5: Geography and Economics - Teacher Selections from Lesson 20 <p><u>TCI History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Teacher Selections as Needed for Background Information <hr/> <p>1. (FA) <u>Who Pays? Who Benefits? Who Provides?</u> activity</p> <p>2. <u>Taxation iCivics</u></p> <ol style="list-style-type: none"> Supplemental Video Options: <ul style="list-style-type: none">  We The People Full Episode ... <u>Overview of Federal Taxes Animated Video</u> Understanding your Paycheck from <u>BizKids via Tennessee Valley Federal Credit Union</u> EconEdLink: Economic and Personal Finance Resources for K-12 materials
<p align="center">Instructional Focus: The Banking System</p>		
<p>NJSLS & Mandates</p>	<p>Student Learning Targets</p>	<p>Learning Activities</p>

<p><u>Social Studies</u> 6.3.8.CivicsPI.1 6.3.8.CivicsPI.4 6.3.8.EconET.2</p> <p><u>ELA Companion</u> RH.6-8.2</p> <p><u>Career Readiness,</u> <u>Life Literacies & Key Skills</u> FL: 9.1.8.CDM.1 FL: 9.1.8.EG.6 FL: 9.1.8.EG.7 FL: 9.1.8.EG.8</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D</p>	<p>Describe the role of the Federal Reserve as the nation's central bank.</p> <p>Explain the impact of banks and the Federal Reserve on the money supply and the national economy.</p> <p>Identify the importance of saving and borrowing in the U.S.</p> <p>Identify the role of banks in channeling funds from savers to borrowers.</p> <p>Explain that the government creates currency and coins and that there are additional forms of money.</p> <p>Describe the advantages and disadvantages of using credit.</p>	<p><u>TCI Civics Alive! Foundations and functions:</u></p> <ul style="list-style-type: none"> • <u>Readings:</u> UNIT 5: Geography and Economics - Teacher Selections from Lesson 20 <p><u>TCI History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Teacher Selections as Needed for Background Information <hr/> <p>1. (FA) Banks, Credit & the Economy Monetary Policy Lesson Plan iCivics</p> <p><u>Supplemental/Extension Options:</u></p> <ul style="list-style-type: none"> • Financial Institutions - All the Same? and The Value of Money Videos from BizKids via Tennessee Valley Federal Credit Union • EconEdLink: Economic and Personal Finance Resources for K-12 materials
---	---	---

Instructional Focus: Government Budgeting

NJSLS & Mandates	Student Learning Targets	Learning Activities
<p><u>Social Studies</u> 6.3.8.CivicsPI.1 6.3.8.CivicsPI.4 6.3.8.EconET.2</p> <p><u>ELA Companion</u> RH.6-8.2</p> <p><u>Career Readiness,</u> <u>Life Literacies & Key Skills</u> FL: 9.1.8.CR.3 FL: 9.1.8.PB.1 FL: 9.1.8.PB.3 FL: 9.1.8.PB.4 FL: 9.1.8.PB.6 LL: 9.4.8.CI.3</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.2. Math: 7.EE.B.3</p>	<p>Describe what a budget is.</p> <p>Compare the national budgeting process to the personal budgeting process.</p> <p>Relate the importance of consumer, business, and government responsibility to the economy and personal finance.</p> <p>Explain the difference between a surplus and a deficit.</p> <p>Explain why and how the government borrows money.</p> <p>Analyze federal spending data.</p> <p>Identify reasons for people's differing views about government spending.</p>	<p><u>TCI Civics Alive! Foundations and functions:</u></p> <ul style="list-style-type: none"> • <u>Readings:</u> UNIT 5: Geography and Economics - Teacher Selections from Lesson 20 <p><u>TCI History Alive! The US Through Modern Times</u></p> <ul style="list-style-type: none"> • <u>Reading</u> Teacher Selections as Needed for Background Information <hr/> <p>1. (FA) Government Spending - Fiscal Policy Lesson Plan iCivics</p> <ol style="list-style-type: none"> Extension: People's Pie Game (iCivics Fall 2022) GT extension: Federal Budget: The Fiscal Ship Game

<p><u>Social Studies</u> <u>Disciplinary Practices</u></p> <p>Taking Informed Action</p> <p>Seeking Diverse Perspectives</p>		<p>Supplemental/Extension Options</p> <p>a.  Copy of EA: Scarcity and the Budget (s...</p> <p>b. EconEdLink: Economic and Personal Finance Resources for K-12 materials</p>
<p>Instructional Focus: Government Incentives</p>		
<p>NJSLS & Mandates</p>	<p>Student Learning Targets</p>	<p>Learning Activities</p>
<p><u>Social Studies</u> 6.3.8.CivicsPI.1 6.3.8.CivicsPI.4 6.3.8.EconET.2</p> <p><u>ELA Companion</u> RH.6-8.1-6 RH.6-8.8-9 WHST.6-8.1 A-E WHST 6-8.2 A-F WHST 6-8.4 WHST 6-8.9 WHST 6-8.10</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> FL: 9.1.8.EG.6 LL: 9.4.8.CT.1 LL: 9.4.8.CI.2</p> <p><u>Interdisciplinary</u></p> <p><u>Social Studies</u> <u>Disciplinary Practices</u></p> <p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p> <p>Developing Claims and Using Evidence</p> <p>Presenting Arguments and Explanations</p>	<p>Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</p> <p>Construct an argumentative essay on an issue related to economic thinking and government incentives.</p>	<p>1. <u>(S)DBQ Project: Are Corn Subsidies a Good Idea?</u></p> <p>Optional Supplemental Activities:</p> <p>1.  Copy of EI #5: Going Green</p> <p>2.  Copy of Economic Inquiry: To Build or ...</p> <p>3. EconEdLink: Economic and Personal Finance Resources for K-12 materials</p>

Instructional Focus: Climate Policy

NJSLS & Mandates	Student Learning Targets	Learning Activities
<p><u>Social Studies</u> 6.3.8.CivicsPD.2 6.3.8.CivicsPR.4 6.3.8.EconET.1 6.3.8.EconET.2</p> <p><u>ELA Companion</u> RH.6-8.7 WHST.6-8.1.A-E</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> FL: 9.1.8.CR.3 FL: 9.1.8.CR.4 LL: 9.4.8.CI.1-3 LL: 9.4.8.CT.1-3 LL: 9.4.8.DC.8 LL: 9.4.8.GCA.1</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.2 ELA: SL.7.4 VPA: 1.5.8.Cn11b HPE: 2.1.8.CHSS.6 HPE: 2.1.8.CHSS.7 HPE: 1.5.8.Cn11b SCI: MS-LS2-4 SCI: MS-ESS3-2-5 SCI: MS-ETS1-2 DT: 8.2.8.ETW.2 DT: 8.2.8.ETW.3 DT: 8.2.8.ETW.4</p> <p><u>Mandate(s)</u> Climate Change</p> <p><u>Social Studies</u> <u>Disciplinary Practices</u></p> <p>Engaging in Civil Discourse and Critiquing Conclusions</p> <p>Developing Claims and Using Evidence</p>	<p>Propose and defend a position regarding a public policy issue at the local, state, and national level. ; Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation)</p>	<p><u>Options:</u></p> <ol style="list-style-type: none"> (A/PB) Hyperdoc Lesson Key sources: <ol style="list-style-type: none"> Global Weirding I Live in the Eastern US - Does Climate Change Matter to Me? Season 3 Episode 6 PBS Mitigation or Adaptation? Center for Science Education (A/PB) Pear deck and the Boston Museum of Science Climate Change Collection: Each Pear deck guides students to explore a particular climate change impact and possible local mitigation and adaptation strategies. <p><u>Possible Extension:</u> <u>TCI Civics Alive! Foundations and Functions</u></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> Unit 6: Contemporary Issues in World Affairs - Lesson 18 Lesson Activity UN Climate Change Debate Simulation

Taking Informed Action		
Integrated accommodations and modifications for the following students: <ul style="list-style-type: none"> • Special Education • ELL • At Risk • Gifted and Talented • 504 		<ul style="list-style-type: none"> • Differentiation Strategies for Special Education Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At-Risk Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for 504 Students
Assessments		
<u>Benchmark</u>		
<ul style="list-style-type: none"> • N/A 		
<u>Summative</u>		
<ul style="list-style-type: none"> • Teacher-created tests and quizzes • DBQ Project <u>Mini Q: Are Corn Subsidies a Good Idea?</u> 		
<u>Alternative/Project Based</u>		
<ul style="list-style-type: none"> • Climate Change Project 		
<u>Formative (FA)</u>		
<ul style="list-style-type: none"> • <i>All formative assessments are located in the Learning Activities section above and are labeled with an (FA)</i> 		
Instructional Resources		
<u>Digital and Print Texts</u>		
<ul style="list-style-type: none"> • Biz Kid\$ LLP. via the Tennessee Valley Federal Credit Union (2013). Bizkids. Television Show. BizKids Portal Tennessee Valley FCU Hamilton County, TN • Civics Alive! Foundations and Functions (1st ed.). (2022). TCI. TCI.com • DBQ Online. (2022). The DBQ Project. Dbqonline.com 		

- *History Alive! The United States Through Modern Times* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- [iCivics](https://www.icivics.org), iCivics. (n.d.). iCivics. [icivics.org](https://www.icivics.org)

Suggested Unit Vocabulary

1. **inflation**: ongoing increases in the overall price level
2. **business cycle**: the pattern in which economies have periods of recession and then also periods of economic expansion or recovery
3. **mitigation**: Taking action to reduce or eliminate greenhouse gas emissions.
4. **adaptation**: Making changes to reduce your vulnerability to the harmful impacts of climate change.
5. **climate solution**: the actions that reduce the risks of climate change
6. **subsidy**: a sum of money granted by the government or a public body to assist an industry or business so that the price of a commodity or service may remain low or competitive

Sourced from TCI (some appear in iCivics):

7. **competition**: the condition in a market or mixed economy where multiple buyers and sellers compete to make or obtain goods or services
8. **demand**: the quantity of a good or service that people are willing and able to buy at various prices, a market force
9. **interest**: money paid periodically for the use of borrowed funds
10. **supply**: the quantity of a good or service that producers are willing and able to offer for sale at various prices, a market force
11. **credit**: an arrangement that allows a person to buy something with borrowed money and pay for it later or over time
12. **discretionary expenditures**: that can be raised or lowered as a legislature sees fit; spending that is not mandatory
13. **economic institution**: a company or organization that deals with money or managing the distribution of money, goods, and services
14. **exports**: goods and services produced domestically and sold in other countries
15. **imports**: goods and services produced in other countries and sold domestically
16. **incentive**: something that motivates a person to take a particular course of action
17. **law of demand**: an economic law stating that as the price of a good or service increases, the quantity demanded decreases, and vice versa
18. **law of supply**: an economic law stating that as the price of a good or service increases, the quantity supplied increases, and vice versa
19. **mandatory expenses**: spending that is required, either by the government for certain programs or by individuals for their daily needs
20. **opportunity cost**: the value of the next best alternative that is given up when making a choice; a measure of what you must give up to get what you want

21. **per capita GDP:** a nation's real GDP divided by its population; a measure of average economic output per person
22. **scarcity:** the condition that results because people have limited resources but unlimited wants
23. **stock exchange:** the market in which stocks (small pieces of ownership in companies) and bonds are bought and sold

Sourced from iCivics:

24. **economy:** a way of organizing the production and consumption of goods and services
25. **consumer:** someone who acquires goods and services for his or her own personal use
26. **producer:** someone who makes goods or offers services to others
27. **market economy:** an economic system that relies mainly on markets to determine what goods and services to produce and how to produce them
28. **market:** the entire activity of buying and selling that takes place out in the world
29. **profit:** the financial gain received by selling something for more than it cost to make it
30. **innovation:** the process of developing newer, better things
31. **command economy:** an economic system that relies mainly on the central government to determine what goods and services to produce and how to produce them; also called a government-controlled economy
32. **mixed economy:** a market economy in which the government owns some property, offers some kinds of goods and services, and makes some rules that affect how businesses can compete
33. **monopoly:** when one company controls an entire industry without any competition
34. **anti-trust laws:** laws that prohibit monopolies and other activity that reduces competition
35. **tax:** an amount of money citizens and businesses are required to pay so that the government can function and provide services
36. **money:** a "medium of exchange," which means it's what is commonly accepted in exchange for goods and services; it includes both currency and things like bank accounts that can be turned into currency
37. **loan:** money borrowed from a bank or other financial institution
38. **Federal Reserve:** the central bank of the United States. It is made up of 12 Federal Reserve Banks.
39. **investment:** money spent in order to make more money
40. **budget:** a plan for spending
41. **federal budget:** the government plan to map out how much money it expects to bring in and how much money it plans to spend each year
42. **deficit:** the amount of money spent over the amount of money in possession

Digital Platforms

- *Civics Alive! Foundations and Functions* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- *DBQ Online*. (2022). *The DBQ Project*. [Dbqonline.com](https://www.dbqonline.com)
- *History Alive! The United States Through Modern Times* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- iCivics, iCivics. (n.d.). [iCivics. Icivics.org](https://www.icivics.org)

Digital Supplemental Instructional Tools/Resources

- Storyboard That
- Breakout EDU
- iCivics
- Gimkit
- Gimkit Ink
- Blooket
- Listenwise
- Flocabulary
- Edulastic
- A Starting Point
- Edpuzzle
- YouTube
- Pear deck
- DBQ Project
- TCI Online Textbook
- [BizKids Portal | Tennessee Valley FCU | Hamilton County, TN](#)

Student Materials

- Resources mentioned in Learning Activities collected in collected in [Drive Folder](#) where possible

Teacher Materials

- *Biz Kid\$ LLP*. via the Tennessee Valley Federal Credit Union (2013). *Bizkids*. Television Show. [BizKids Portal | Tennessee Valley FCU | Hamilton County, TN](#)
- Boston Museum of Science + Pear Deck. (2022). "Climate Change Lessons" *Pear deck*. [Climate Change Lessons](#)
- *Civics Alive! Foundations and Functions* (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- *DBQ Online*. (2022). *The DBQ Project*. [Dbqonline.com](https://www.dbqonline.com)
- DISCOVERY EDUCATION. (2022). "The Impact of Supply Chain Disruption," *Econ Essentials*. [Video Series | Econ Essentials](#)

- The Economist Educational Foundation Team (2022). *Topica Talk The Economist*. [Topical Talk - The Economist Educational Foundation](#)
- *History Alive! The United States Through Modern Times* (1st ed.). (2022). TCI. [TCI.com](#)
- *EconEdLink: Economic and Personal Finance Resources for K-12*, (2018). Council for Economic Education, [econedlink.org](#)
- Netflix. (2022). "Taxes," Youtube Video, *We the People*. [We The People | Full Episode | Taxes feat. Cordae | Netflix](#)
- Roughton, Kevin. (n.d.) "[Economics](#)," *Teach With Magic*. [www.mrroughton.com](#)
- Shapiro, Alan. (2011). "Infectious Greed: Corporate Chicanery & White-Collar Crime," *Morningside Center*. [Infectious Greed: Corporate Chicanery & White-Collar Crime | Morningside Center for Teaching Social Responsibility](#)
- [Wayne Township Public Schools Grades 6-8 ELA Analytical Writing Rubric](#)
- [Wayne Township Public Schools Grades 6-8 SS Standards Based DBQ Continuum](#)

Wayne Township Public Schools

Grade 7

Financial Literacy Unit 2

Curriculum Guide

Approved September 2022

Content Area:	Social Studies (Crosswalk)
Grade Level:	7
Course:	Financial Literacy
Unit Plan Title:	THE INDIVIDUAL AND THE ECONOMY
Time Frame:	5 weeks
Pacing Guide:	See Attached District Pacing Guide
NJ Diversity & Inclusion Law	N.J.S.A. 18A:35-4.36a : Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Unit Summary

Financial literacy is a key influence on a student's college and career readiness. In this unit, students will examine the ways individuals make economic decisions, and develop the fiscal knowledge, habits, and skills needed for informed decision-making. They will examine strategies for managing debt, investment, savings, budgeting, and career preparation responsibly. Students will apply this knowledge to build a blueprint planning a possible future for their own adult life.

2020 New Jersey Core Curriculum Content Standards for Social Studies:

Disciplinary Concept: Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea: *Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals*

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).

6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

2016 NJSLs for English/Language Arts Companion Standards: History, Social Studies, Science & Technical Subjects Grades 6-8

Reading History: Grades 6-8

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RH.6-8.2. 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.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Writing History, Science and Technical Subjects: Grades 6-8

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- WHST.6-8.1. Write arguments focused on discipline-specific content.
 - 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.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Establish and maintain a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- WHST.6-8.3. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Standards: 2020 NJSLS for Comprehensive Health and Physical Education Grades 6-8 (Delete This Section of these standards do not apply)

2.1 Personal and Mental Health:

A. Personal Growth and Development

Content Statement: *Responsible actions regarding behavior can impact the development and health of oneself and others.*

- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health

2.3 Safety:

A. Personal Safety

Content Statement: *Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.*

- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting,

dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence)

Content Statement: *Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.*

- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Interdisciplinary Standards: 2016 NJSL for Mathematics: Grade 7

7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

Interdisciplinary Standards: 2016 NJSL for English Language Arts: Grade 7

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - 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.
 - B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - D. Acknowledge new information expressed by others and, when warranted, modify their own views.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Interdisciplinary Standards: 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking

Computer Science

Disciplinary Concept: Networks and the Internet

Core Idea: *The information sent and received across networks can be protected from unauthorized access and modification in a variety of ways.*

8.1.8.NI.3 -- Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.

Design Thinking

Disciplinary Concept: Interaction of Technology and Humans

Core Idea: *Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.*

8.2.8.ITH.1-- Explain how the development and use of technology influences economic, political, social, and cultural issues.

2020 NJSLS for Career Readiness, Life Literacies, and Key Skills

Personal Financial Literacy

Disciplinary Concept: Civic Financial Responsibility

Core Idea: *Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.*

9.1.8.CR.1 -- Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2 -- Compare various ways to give back through strengths, passions, goals, and other

personal factors.

Core Idea: *Individuals can use their talents, resources, and abilities to give back.*

9.1.8.CR.3 -- Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

Core Idea: *The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.*

9.1.8.CR.4 -- Examine the implications of legal and ethical behaviors when making financial decisions.

Disciplinary Concept: Credit and Debt Management

Core Idea: *There are strategies to increase your savings and limit debt.*

9.1.8.CDM.1 -- Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.

9.1.8.CDM.2 -- Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.

Core Idea: *Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.*

9.1.8.CDM.3 -- Compare and contrast loan management strategies, including interest charges and total principal repayment costs

9.1.8.CDM.4 -- Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).

Disciplinary Concept: Credit Profile

Core Idea: *There are strategies to build and maintain a good credit history.*

9.1.8.CP.1 -- Compare prices for the same goods or services.

9.1.8.CP.2 -- Analyze how spending habits affect one's ability to save.

9.1.8.CP.3 -- Explain the purpose of a credit score and credit record, the factors and impact of credit scores.

9.1.8.CP.4 -- Summarize borrower's credit report rights

Core Idea: *Credit history affects personal finances*

9.1.8.CP.5 -- Compare the financial products and services available to borrowers relative to their credit worthiness.

Disciplinary Concept: Economic and Government Influences

Core Idea: *There are government agencies and policies that affect the financial industry and the broader economy.*

9.1.8.EG.5 -- Interpret how changing economic and societal needs influence employment trends and future education

9.1.8.EG.7 -- Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

Core Idea: *There are procedures required to take advantage of consumer protection laws and assistance programs.*

9.1.8.EG.9 -- Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

Disciplinary Concept: Financial Institutions

Core Idea: *There are a variety of factors that influence how well suited a financial institution and/or service will be in meeting an individual's financial needs.*

9.1.8.FI.1 -- Identify the factors to consider when selecting various financial service providers.

9.1.8.FI.2 -- Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).

9.1.8.FI.3 -- Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.

9.1.8.FI.4 -- Analyze the interest rates and fees associated with financial products.

Disciplinary Concept: Financial Psychology

Core Idea: *An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.*

9.1.8.FP.1 -- Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2 -- Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3 -- Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

9.1.8.FP.4 -- Analyze how familial and cultural values influence savings rates, spending, and other financial decision

9.1.8.FP.5 -- Determine how spending, investing, and using credit wisely contributes to financial well-being.

Core Idea: *Marketing techniques are designed to encourage individuals to purchase items they may not need or want.*

9.1.8.FP.6 -- Construct a budget to save for short-term, long term, and charitable goals.

9.1.8.FP.7 -- Identify the techniques and effects of deceptive advertising.

Disciplinary Concept: Planning and Budgeting

Core Idea: *A budget aligned with an individual's financial goals can help prepare for life events.*

9.1.8.PB.1 -- Predict future expenses or opportunities that should be included in the budget planning process.

9.1.8.PB.2 -- Explain how different circumstances can affect one's personal budget.

9.1.8.PB.3 -- Explain how to create budget that aligns with financial goals

9.1.8.PB.4 -- Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).

Core Idea: *Goals (e.g., higher education, autos, and homes, retirement), affect your finances.*

9.1.8.PB.5 -- Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.1.8.PB.6 -- Construct a budget to save for short-term, long term, and charitable goals.

Core Idea: *Marketing techniques are designed to encourage individuals to purchase items they may not need or want.*

9.1.8.PB.7 -- Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

Disciplinary Concept: Risk Management and Insurance

Core Idea: *Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.*

9.1.8.RM.1 -- Determine criteria for deciding the amount of insurance protection needed.

9.1.8.RM.2 -- Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss

9.1.8.RM.3 -- Evaluate the need for different types of warranties.

Core Idea: *Insurance can protect your personal finances.*

9.1.8.RM.4 -- Explain the purpose of insurance products and the reasons for property product and liability insurance protection.

Career Awareness, Exploration, Preparation, and Training

Disciplinary Concept: Career Awareness and Planning

Core Idea: *An individual's strengths, lifestyle goals, choices, and interests affect employment and income*

9.2.8.CAP.1 -- Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2 -- Develop a plan that includes information about career areas of interest

9.2.8.CAP.3 -- Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4 -- Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Core Idea: *Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.*

9.2.8.CAP.5 -- Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

Core Idea: *Early planning can provide more options to pay for postsecondary training and employment.*

9.2.8.CAP.6 -- Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.2.8.CAP.7 -- Devise a strategy to minimize costs of postsecondary education.

9.2.8.CAP.8 -- Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

9.2.8.CAP.9 -- Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Core Idea: *There are a variety of resources available to help navigate the career planning process.*

9.2.8.CAP.10 -- Evaluate how careers have evolved regionally, nationally, and globally.

9.2.8.CAP.11 -- Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

9.2.8.CAP.12 -- Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential

Core Idea: *Employee benefits can influence your employment choices.*

9.2.8.CAP.13 -- Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.

9.2.8.CAP.14 -- Evaluate sources of income and alternative resources to accurately compare employment options.

Core Idea: *Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.*

9.2.8.CAP.15 -- Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.

9.2.8.CAP.16 -- Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.

9.2.8.CAP.17 -- Prepare a sample resume and cover letter as part of an application process.

9.2.8.CAP.18 -- Explain how personal behavior, appearance, attitudes, and other choices may

impact the job application process

9.2.8.CAP.19 -- Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

Core Idea: *There are resources to help an individual create a business plan to start or expand a business.*

9.2.8.CAP.20 -- Identify the items to consider when estimating the cost of funding a business

Life Literacies and Key Skills

Disciplinary Concept: Creativity and Innovation

Core Idea: *Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.*

9.4.8.Cl.4 -- Explore the role of creativity and innovation in career pathways and industries.

Disciplinary Concept: Digital Citizenship

Core Idea: *There are tradeoffs between allowing information to be public and keeping information private and secure.*

9.4.8.DC.3 -- Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

Core Idea: *Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.*

9.4.8.DC.4 -- Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

9.4.8.DC.5 -- Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4.8.DC.6 -- Analyze online information to distinguish whether it is helpful or harmful to reputation.

Disciplinary Concept: Information and Media Literacy

Core Idea: *Sources of information are evaluated for accuracy and relevance when considering the use of information.*

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).

Core Idea: *There are ethical and unethical uses of information and media.*

9.4.8.IML.10 -- Examine the consequences of the uses of media (e.g., RI.8.7).

9.4.8.IML.11 -- Predict the personal and community impact of online and social media activities.

New Jersey Social Studies Disciplinary Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Developing Claims and Using Evidence

Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

Presenting Arguments and Explanations

Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

Engaging in Civil Discourse and Critiquing Conclusions

Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

Essential Questions

- What factors play a part in individuals' economic decision-making? How should values and goals influence our financial decisions?






- What strategies and knowledge can help individuals make wise financial decisions and secure economic well-being?
- What are your individual priorities for your future?


Enduring Understandings


- Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. An individual's values and emotions influence the ability to modify financial behavior (when appropriate), which will impact one's financial well being.
- An individual's strengths, lifestyle goals, choices, and interests affect employment and income. Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
- Marketing techniques are designed to encourage individuals to purchase items and services they may not need or want. It is important to become aware of these strategies instead of being influenced by them without being aware when shopping for goods or signing up for financial services including credit offers.
- Individuals can use their talents, resources and abilities to give back. The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.


Instructional Focus: Economic Thinking

Instructional Focus: Economic Thinking		
NJSLS & Mandates	Student Learning Targets	Learning Activities

<p><u>ELA Companion</u> RH.6-8.7</p> <p><u>Career Readiness.</u> <u>Life Literacies & Key Skills</u> FL: 9.1.8.CR.4 FL: 9.1.8.FP.1 FL: 9.1.8.FP.2 FL: 9.1.8.FP.3 FL: 9.1.8.FP.4 FL: 9.1.8.PB.5 CR: 9.2.8.CAP.3 LL: 9.4.8.CI.3</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.2</p>	<p>Describe the impact of personal values on various financial scenarios. Identify and reflect on personal values, financial habits and mindsets</p> <p>Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.</p> <p>Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).</p> <p>Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.</p> <p>Examine the implications of legal and ethical behaviors when making financial decisions.</p>	<p><u>Everfi: Course: Futuresmart - Module 1</u></p> <hr/> <ol style="list-style-type: none"> 1. Behavioral Economics 101 companion video, Opportunity Cost Video and Quiz <ol style="list-style-type: none"> a. Extension Option: <ul style="list-style-type: none">  Copy of Human or Econ? (Portal)  Copy of Behavioral Econ 2 for ... 2. (FA) Students complete the Everfi Welcome Mayor Module in the Futuresmart Course. Teacher Resources: <ol style="list-style-type: none"> a. EVERFI: FutureSmart — Pear Deck b. Everfi Teacher Account Assessments and Lessons <p>Extension Options:</p> <ul style="list-style-type: none"> • Middle School Course NGPF, Arcade Games •  Marginal Thinking Presentation (share... •  Marginal Thinking Presentation (share... •  Copy of 0 - Economic Things Unit Guide • EconEdLink: Economic and Personal Finance Resources for K-12 materials
Instructional Focus: Smart Shopping		
NJSLS & Mandates	Student Learning Targets	Learning Activities
<p><u>Social Studies</u> 6.3.8.EconET.1</p> <p><u>ELA Companion</u> RH.6-8.6 RH.6-8.7</p> <p><u>Career Readiness.</u> <u>Life Literacies & Key Skills</u> FL: 9.1.8.CP.1 FL: 9.1.8.CP.2 FL: 9.1.8.FP.5 FL: 9.1.8.FP.6 FL: 9.1.8.FP.7</p>	<p>Compare prices for the same goods or services.</p> <p>Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.</p> <p>Analyze how spending habits affect one's ability to save.</p> <p>Define and identify opportunity cost in a given scenario.</p>	<p><u>Everfi: Course: Futuresmart - Module 2</u></p> <hr/> <ol style="list-style-type: none"> 1. EconEdLink - Competition in My Community 2. (A/PB) Identifying Advertising Strategies 3. (FA) Students complete the Everfi Smart Shopping Module in the Futuresmart Course: Teacher Resources: <ol style="list-style-type: none"> a. EVERFI: FutureSmart — Pear Deck b. Everfi Teacher Account Assessments and Lessons <p>Supplemental Options:</p>

<p>FL: 9.1.8.PB.7</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.2 ELA: SL.7.3 Math: 7.RP.A.1 Math: 7.RP.A.3 Math: 7.EE.B.3</p> <p><u>Social Studies</u> <u>Disciplinary</u> <u>Practices</u></p> <p>Gathering and Evaluating Sources</p>	<p>Describe and prioritize the components of a budget based on an individual's preferences, needs, and wants.</p> <p>Apply comparison shopping methods, such as gathering price & quality information and comparing unit prices. Identify the techniques and effects of deceptive advertising.</p> <p>Compare and contrast advertising messages to understand what they are trying to accomplish.</p>	<ol style="list-style-type: none"> 1. Middle School Course NGPF, Arcade Games 2.  Copy of EA: Conspicuous Consumption 3. EconEdLink: Economic and Personal Finance Resources for K-12 materials
<p align="center">Instructional Focus: Payment</p>		
<p>NJSLS & Mandates</p>	<p>Student Learning Targets</p>	<p>Learning Activities</p>
<p><u>ELA Companion</u> RH.6-8.7</p> <p><u>Career Readiness,</u> <u>Life Literacies &</u> <u>Key Skills</u> FL: 9.1.8.CDM.1 FL: 9.1.8.CDM.2 FL: 9.1.8.CDM.3 FL: 9.1.8.CDM.4 FL: 9.1.8.CP.3 FL: 9.1.8.CP.4 FL: 9.1.8.CP.5 FL: 9.1.8.FI.1 FL: 9.1.8.FI.2 FL: 9.1.8.FI.3 FL: 9.1.8.FI.4 FL: 9.1.8.FP.5</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.2 Math: 7.RP.A.3</p>	<p>Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each. Choose when to use different available payment methods (cash, debit, credit, mobile, online, direct deposit, prepaid cards).</p> <p>Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.</p> <p>Compare and contrast loan management strategies, including interest charges and total principal repayment costs.</p> <p>Determine how spending, investing, and using credit wisely contributes to financial well-being.</p>	<p><u>Everfi: Course: Futuresmart - Module 3</u></p> <hr/> <p>1. (FA) Students complete the Everfi Ways to Pay Module in the Futuresmart Course: Teacher Resources: a. EVERFI: FutureSmart — Pear Deck b. Everfi Teacher Account Assessments and Lessons</p> <p>Supplemental Options:</p> <ol style="list-style-type: none"> 1. Middle School Course NGPF, Arcade Games 2. EconEdLink - Establishing Credit 3. How Credit Affects Your Life, Debt; The Good, the Bad, the Ugly, and My First Credit Card Videos from BizKids via Tennessee Valley Federal Credit Union 4. EconEdLink: Economic and Personal Finance Resources for K-12 materials

<p><u>Social Studies</u> <u>Disciplinary</u> <u>Practices</u></p> <p>Developing Claims and Using Evidence</p>	<p>Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).</p> <p>Explain the purpose of a credit score and credit record, the factors and impact of credit scores.</p> <p>Summarize borrower’s credit report rights.</p> <p>Compare the financial products and services available to borrowers relative to their credit worthiness.</p> <p>Identify the factors to consider when selecting various financial service providers.</p> <p>Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).</p> <p>Analyze the interest rates and fees associated with financial products.</p>	
<p>Instructional Focus: Investing in Your Future</p>		
<p>NJSLS & Mandates</p>	<p>Student Learning Targets</p>	<p>Learning Activities</p>
<p><u>ELA Companion</u></p> <p>RH.6-8.1-6 RH.6-8.8-9 WHST.6-8.1 A-E WHST 6-8.2 A-F WHST 6-8.4 WHST 6-8.9 WHST 6-8.10</p> <p><u>Career Readiness.</u> <u>Life Literacies &</u> <u>Key Skills</u></p> <p>CS: 8.1.8.NI.3 FL: 9.1.8.EG.5 CR: 9.2.8.CAP.1-3</p>	<p>Simulate considering two or more career options for a hypothetical student, considering student interests and examining the preparation, costs, income, benefits, and downsides of each option</p> <p>Construct an argumentative essay on an issue related to economic thinking and the value of a college education.</p>	<p><u>Everfi:</u> Course: Futuresmart - Module 4</p> <hr/> <ol style="list-style-type: none"> (FA) Students complete the Everfi Investing in You Module in the Futuresmart Course: Teacher Resources: <ol style="list-style-type: none"> EVERFI: FutureSmart — Pear Deck Everfi Teacher Account Assessments and Lessons  MS-9.1 SAP Lesson on Decisions About College

<p>CR: 9.2.8.CAP.5-19 LL: 9.4.8.Cl.4 LL: 9.4.8.IML.7</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.2</p> <p><u>Social Studies</u> <u>Disciplinary</u> <u>Practices</u></p> <p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p> <p>Developing Claims and Using Evidence</p> <p>Presenting Arguments and Explanations</p>		<p>3.  MS-9.3 SAP Alternatives to College</p> <p>4. (S)DBQ Project <u>Is College Worth It?</u></p> <p>Supplemental Options:</p> <ol style="list-style-type: none"> 1. Middle School Course NGPF, Arcade Games 2. College Bound from BizKids via Tennessee Valley Federal Credit Union 3. EconEdLink: Economic and Personal Finance Resources for K-12 materials
Instructional Focus: Entrepreneurship		
NJSLS & Mandates	Student Learning Targets	Learning Activities

<p><u>Social Studies</u> 6.3.8.EconET.2</p> <p><u>ELA Companion</u> RH.6-8.7</p> <p><u>Career Readiness.</u> <u>Life Literacies & Key Skills</u> FL: 9.1.8.PB.1 FL: 9.1.8.PB.3 FL: 9.1.8.PB.6 FL: 9.1.8.EG.7 CR: 9.2.8.CAP.20 LL: 9.4.8.CI.3</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.2 Math: 7.EE.B.3</p>	<p>Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.</p> <p>Analyze a budget to calculate revenue, expenses, and profit/loss.</p> <p>Compare different interest-bearing accounts, based on their interest rate, liquidity, minimum balance requirements and fee structure.</p> <p>Summarize the effect of inflation and deflation on the price of goods and purchasing power over time.</p>	<p><u>Everfi:</u> Course: Futuresmart - Module 5</p> <hr/> <p>1. Students complete the Everfi Growing a Business in the Futuresmart Course: Teacher Resources:</p> <ol style="list-style-type: none"> EVERFI: FutureSmart — Pear Deck Everfi Teacher Account Assessments and Lessons <p>Supplemental Options:</p> <ol style="list-style-type: none"> Middle School Course NGPF, Arcade Games What's in the Books? from BizKids via Tennessee Valley Federal Credit Union EconEdLink: Economic and Personal Finance Resources for K-12 materials
---	---	--



Instructional Focus: Financial Responsibility

NJSLS & Mandates	Student Learning Targets	Learning Activities
<p><u>Social Studies</u> 6.3.8.EconET.1</p> <p><u>ELA Companion</u> RH.6-8.7</p> <p><u>Career Readiness.</u> <u>Life Literacies & Key Skills</u> FL: 9.1.8.FI.1 FL: 9.1.8.FI.3 FL: 9.1.8.FI.4 FL: 9.1.8.FP.5 FL: 9.1.8.RM.1 FL: 9.1.8.RM.2 FL: 9.1.8.RM.3 FL: 9.1.8.RM.4</p> <p><u>Interdisciplinary</u></p>	<p>Determine criteria for deciding the amount of insurance protection needed.</p> <p>Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.</p> <p>Evaluate the need for different types of warranties.</p> <p>Describe and compare stocks, bonds, and mutual funds based on their typical risk and return levels.</p>	<p><u>Everfi:</u> Course: Futuresmart - Module 6</p> <hr/> <p>1. (FA) Students complete the Everf module Your Financial Future in the Futuresmart Course: Teacher Resources:</p> <ol style="list-style-type: none"> EVERFI: FutureSmart — Pear Deck Everfi Teacher Account Assessments and Lessons Saving and Investing Video and Quiz <p>2. Teachers Selections from MS - 6.0 Unit Plan on Investing, Play Build Your Stax in the NGPF Arcade</p>

ELA: SL.7.1A-D ELA: SL.7.2 HPE: 2.1.8.PGD.4 Math: 7.RP.A.3 Math: 7.EE.B.3	Suggest appropriate investment types for people based on their risk tolerance and investment growth timeframe.	Supplemental Options: <ol style="list-style-type: none"> 1. Middle School Course NGPF, Arcade Games 2. Bulls, Bears, and Financial Markets/Saving, What's Up With the Stock Market, Wheel of Misfortune, and Investing for Your Future Videos from BizKids via Tennessee Valley Federal Credit Union 3. EconEdLink: Economic and Personal Finance Resources for K-12 materials
---	--	--







Instructional Focus: Staying Safe

NJSLS & Mandates	Student Learning Targets	Learning Activities
<p><u>Social Studies</u> 6.3.8.EconET.1</p> <p><u>ELA Companion</u> RH.6-8.7</p> <p><u>Career Readiness, Life Literacies & Key Skills</u> FL: 9.1.8.EG.9 CR: 9.2.8.CAP.4 LL: 9.4.8.DC.3-6 LL: 9.4.8.IML.10-11</p> <p><u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.2 HPE: 2.1.8.PGD.4 HPE: 2.3.8.PS.1 HPE: 2.3.8.PS.6 HPE: 2.3.8.PS.7 DT: 8.2.8.ITH.1</p> <p><u>Social Studies Disciplinary Practices</u></p>	<p>Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.</p> <p>Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p>	<p><u>Everfi</u>: Course: Ignition - Module 2 and 4</p> <hr/> <ol style="list-style-type: none"> 1. (FA)Students complete the Everfi modules Safety and Privacy/ Technology and Data in the Ignition Course. Teacher Resources: <ol style="list-style-type: none"> a. Peardeck for Ignition b. Everfi Teacher Account Assessments and Lessons 2. Teacher Selections from MS - 7.0 Unit Plan <ol style="list-style-type: none"> a. Scam-a-rama Video from BizKids via Tennessee Valley Federal Credit Union

Engaging in Civil Discourse and Critiquing Conclusions		
Instructional Focus: Values and Giving Back		
NJSLS & Mandates	Student Learning Targets	Learning Activities
<u>ELA Companion</u> WHST.6-8.7 <u>Career Readiness, Life Literacies & Key Skills</u> FL: 9.1.8.CR.1 FL: 9.1.8.CR.2 FL: 9.1.8.CR.3 FL: 9.1.8.CR.4 FL: 9.1.8.FP.5 <u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.6 HPE: 2.1.8.PGD.4	<p>Determine how spending, investing, and using credit wisely contributes to financial well-being.</p> <p>Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.</p> <p>Relate the importance of consumer, business, and government responsibility to the economy and personal finance.</p> <p>Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>Examine the implications of legal and ethical behaviors when making financial decisions</p>	<ol style="list-style-type: none"> 1.  L12.pdf Save, Spend, or Gift Station Activity 2. (A/PB)Charitable Giving Lesson <p>Supplemental Options:</p> <ol style="list-style-type: none"> 1. Middle School Course NGPF 2. EconEdLink: Economic and Personal Finance Resources for K-12 materials
Instructional Focus: Budgets		
NJSLS & Mandates	Student Learning Targets	Learning Activities
<u>ELA Companion</u> RH.6-8.7 WHST.6-8.7 <u>Career Readiness, Life Literacies & Key Skills</u> FL: 9.1.8.PB.1 FL: 9.1.8.PB.2	<p>Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).</p> <p>Predict future expenses or opportunities that should be included in the budget planning process.</p>	<ol style="list-style-type: none"> 1. Lesson Plan: Basics in Building a Budget 2.  MS-9.5 SAP 3. (A/PB)Living on a Budget Challenge <p>Supplemental Options:</p> <ol style="list-style-type: none"> 1. Middle School Course NGPF, Arcade Games

FL: 9.1.8.PB.3 FL: 9.1.8.PB.4 FL: 9.1.8.PB.6 LL: 9.4.8.CI.3 <u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.6 Math: 7.EE.B.3	<p>Explain how different circumstances can affect one's personal budget.</p> <p>Explain how to create budget that aligns with financial goals.</p> <p>Construct a budget to save for short-term, long term, and charitable goals.</p>	<p>2. How to Achieve your Financial Goals Video from BizKids via Tennessee Valley Federal Credit Union</p> <p>3. EconEdLink: Economic and Personal Finance Resources for K-12 materials</p>
--	---	---

Instructional Focus: Future Planning

NJSLS & Mandates	Student Learning Targets	Learning Activities
<u>Career Readiness, Life Literacies & Key Skills</u> FL: 9.1.8.FP.1 FL: 9.1.8.FP.2 CR: 9.2.8.CAP.1-3 CR: 9.2.8.CAP.5-19 LL: 9.4.8.CI.4 LL: 9.4.8.IML.7 CS: 8.1.8.NI.3 <u>Interdisciplinary</u> ELA: SL.7.1A-D ELA: SL.7.2 ELA: SL.7.5	<p>Conduct a research project investigating a career that matches student interests, examining the preparation, income, benefits, and downsides of each option.</p> <p>Analyze and prepare simulated resumes to understand how job applicants are evaluated</p> <p>Construct and prioritize personal financial goals.</p> <p>Give examples of how decisions made today can affect future opportunities.</p>	<p><u>Everfi: Course: Futuresmart - Module</u></p> <hr/> <p>1. (S, A/P) Students complete the Everfi module Everfi Build Your Blueprint Activity in the Futuresmart Course: Teacher Resources:</p> <ol style="list-style-type: none"> EVERFI: FutureSmart — Pear Deck Everfi Teacher Account Assessments and Lessons <p>2. (S, A/PB) Students should explore at least one career options in a research project. And create a simulated resume for a candidate for one of them. Teacher resources:</p> <ol style="list-style-type: none">  Copy of Car...  Copy of Career Spotlight  Copy of Labor Supply I...  Copy of The Wage is Ri...  MS-9.4 SAP  Copy of Resumes <p>Supplemental/Extension Options:</p> <ol style="list-style-type: none"> Middle School Course NGPF, Arcade Games

		<ol style="list-style-type: none"> Are you Financially Literate? and The Road to Financial Freedom Videos from BizKids via Tennessee Valley Federal Credit Union Students complete the Everfi project Futuresmart Capstone in the Futuresmart Course: Teacher Resources: <ol style="list-style-type: none"> EVERFI: FutureSmart — Pear Deck Everfi Teacher Account Assessments and Lessons EconEdLink: Economic and Personal Finance Resources for K-12 materials
<p>Integrated accommodations and modifications for the following students:</p> <ul style="list-style-type: none"> Special Education ELL At Risk Gifted and Talented 504 		<ul style="list-style-type: none"> Differentiation Strategies for Special Education Students Differentiation Strategies for ELL Students Differentiation Strategies for At-Risk Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for 504 Students
Assessments		
<u>Benchmark</u>		
<ul style="list-style-type: none"> N/A 		
<u>Summative</u>		
<ul style="list-style-type: none"> Teacher-created tests and quizzes, drawing upon Everfi Teacher Resources DBQ Project <u>Mini Q: Is College Worth It?</u> Everfi Build Your Blueprint Activity and Career Investigation 		
<u>Alternative/Project Based</u>		
<ul style="list-style-type: none"> Identifying Advertising Strategies Task 		

- Charitable Giving Lesson
- Living on a Budget Challenge
- Everfi Build Your Blueprint Activity and Career Investigation

Formative (FA)

- All formative assessments are located in the Learning Activities section above and are labeled with an **(FA)**

Instructional Resources

Digital and Print Texts

- Biz Kid\$ LLP. via the Tennessee Valley Federal Credit Union (2013). Bizkids. Television Show. [BizKids Portal | Tennessee Valley FCU | Hamilton County, TN](#)
- Civics Alive! Foundations and Functions (1st ed.). (2022). TCI. [TCI.com](#)
- EconEdLink: Economic and Personal Finance Resources for K-12, (2018). Council for Economic Education, [econedlink.org](#)
- Everfi (2022). Futuresmart. Everfi. [platform.everfi.net](#)
- Everfi (2022). Ignition. Everfi. [platform.everfi.net](#)
- History Alive! The United States Through Modern Times (1st ed.). (2022). TCI. [TCI.com](#)
- Next Gen Personal Finance. (2022). Arcade. Next Gen Personal Finance. [Arcade Games](#)
- Next Gen Personal Finance. (2022). NGPF Middle School Course. Next Gen Personal Finance. [Middle School Course](#)

Suggested Unit Vocabulary

Sourced from Everfi: Ignition

1. **Digital Footprint:** A collection of data from a person's online activity that can be traced back to them. It's made up of data that can be found online.
2. **Malware:** Short for malicious software. It introduces damage or gains access to your computer. Once it has access, it can steal your information.
3. **Identity Theft:** When someone pretends to be you, by using your personal information.
4. **to Compromise(data):** cause to become vulnerable or function less effectively
5. **Phishing:** When someone tries to get personal data online by pretending to be someone else.

Sourced from Everfi: FutureSmart

6. **Annual percentage rate (APR):** interest rate charged by a credit card company on any outstanding credit card balance
7. **Associate degree:** a type of degree that typically takes two years of full time study after high school and is dedicated training toward a specific career or skill
8. **ATM:** an abbreviation that stands for Automated Teller Machine. An ATM is a machine that allows you to make electronic deposits and withdrawals from your bank accounts.

9. **Bachelor's degree:** a type of degree that normally takes four years of full time study, also known as an undergraduate degree. You can earn a Bachelor of Science or Bachelor of Arts degree.
10. **Bond:** an interest-earning loan to a company or government for a specific amount of time. At the end of the set amount of time, the company or government must pay back the loan amount in full, along with any accumulated interest. Bonds are often considered a low-risk investment.
11. **Car insurance:** a type of insurance that covers any damage you may cause to another person or their vehicle
12. **Certificate of Deposit:** a type of savings vehicle in which you put your money away for a certain amount of time, called a term, to allow your principal to earn interest. Also known as a CD, this savings vehicle traditionally has higher interest rates than a savings account and you must keep the money in the CD for the entire term or you will pay a penalty.
13. **Charitable Giving:** an act of giving money, time or some goods to the unfortunate or worthy causes
14. **Checking account:** a type of bank account in which interest is not usually applied to the principal, but offers a safe place to store your money and allows you to make withdrawals using an ATM card, debit card or personal check.
15. **Community college:** typically a two-year higher education institution, also known as a junior college that costs less than a four-year college
16. **Credit bureau:** an agency that tracks a borrower's credit and payment history to determine their credit score
17. **Credit card:** a payment type that does not automatically draw money from your checking account. It provides a short-term loan from the credit card company. At the end of each purchase period (usually a month), you receive a bill with all of your charges. You will have the option to pay off your balance (the amount you owe) or pay the minimum payment. If you do not pay your entire balance, you start to pay interest on the money you owe.
18. **Credit limit:** the total amount of money you can charge to your credit card
19. **Credit score:** a three-digit numerical rating of how likely you are to pay off your debts
20. **Debit card:** a payment type that allows you to make purchases using money directly from your checking account
21. **Deposit:** when money is added into a bank account, also known as a 'credit'
22. **Doctoral degree:** a type of degree that is highly specialized in regards to a specific profession and typically takes three to five years to earn after completing your bachelor's degree
23. **Economic indicators:** a piece of economic data that is used to interpret current or future investment possibilities and judge the overall health of an economy
24. **Emergency Savings:** an account used to put away funds to be used in an emergency
25. **Expected family contribution:** a term used in the college financial aid process to determine an applicant's eligibility for need-based student aid, abbreviation EFC
26. **Expenses:** the money you're spending. This includes everything you buy, such as food, concert tickets, or even a pack of gum.
27. **FDIC:** stands for the Federal Deposit Insurance Corporation, and is corporation that insures deposits at banks that have purchased their coverage
28. **Federal Loans and Grants:** are offered to students in need of financial assistance. The Federal government makes interest payments while the student is in college.
29. **Fixed expenses:** an expense that occurs regularly. This amount typically does not change from month-to-month.
30. **Health insurance:** a type of insurance that covers the cost of medical expenses
31. **Homeowner's insurance:** a type of insurance that covers your home as well as your possessions inside, in cases of damage or loss
32. **Income:** money you earn, like money you may get from your birthday or allowance from your parents
33. **Interest rate:** the percentage of interest you either make or pay on a principal
34. **Investment return:** is how much money you could potentially earn from an investment, and it is usually expressed as a percentage
35. **Investment risk:** is how likely it is that you'll lose money on an investment
36. **Life insurance:** a type of insurance that provides financial security for a person (called a beneficiary) when someone close to them passes away
37. **Master's degree:** after completing a bachelor's degree, you can continue on to complete a master's program in a variety of fields. This type of degree typically takes one or two years, but can sometimes be completed on evenings and weekends, while you're working full-time.
38. **Minimum Balance:** the amount of money you must keep in your account
39. **Minimum monthly payment:** in regards to credit cards, this refers to the least amount of money you have to pay back on a monthly basis to avoid fees and penalties associated with not paying the minimum amount
40. **Mortgage:** a type of loan used to finance the purchase of real estate
41. **Mutual fund:** is a mix of different investments, like stocks and bonds
42. **Need:** when referring to budgeting, a need is an expense that you can't live without
43. **Overdraft:** taking out more money than what is in an account

44. **Payday loans:** a loan in the form of cash before you receive your paycheck, also known as "cash advances". Payday loans typically have very high fees and interest rates.
45. **Premium:** the amount you pay the insurance company for coverage, typically paid each month
46. **Private loans:** loans financed by lenders, like banks, credit unions and sometimes the school you attend
47. **Profit:** positive earnings, when you have earned more in revenue than you spent on expenses
48. **Purchasing power:** the value of a currency expressed in terms of the amount of goods or services that one unit of money can buy
49. **Renter's insurance:** a type of insurance that can protect a person from property damage or loss in a rental property
50. **Savings account:** a type of savings vehicle in which interest is earned on the deposit amount (principal). Savings accounts usually require a minimum balance, offer lower interest rates, and have restrictions on the number of withdrawals allowed within a given time period.
51. **Scholarship:** is a specific amount of money given to a student to help pay for their education
52. **Security deposit:** money a property owner holds onto during the leasing period, that can later be used to pay for any damages to the property caused by the renters. The security deposit is usually equal to one month's rent.
53. **Social security tax:** tax that pays for people who are currently retired and for the future retired population.
54. **Variable expense:** spending that is based on the purchase decisions you make. These can vary from month to month.
55. **Vocational training:** type of training that is usually focused on hands-on work that prepares you for skilled trades, like plumbing, cosmetology or car repair. This type of training can range in length from a few months to a couple years, and can be completed at community colleges, trade schools, or private schools.
56. **Want:** when referring to budgeting, a want is an expense that you would like to have and is not an absolute necessity.

Digital Platforms

- *Civics Alive! Foundations and Functions*, (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- *DBQ Online*, (2022). *The DBQ Project*. [Dbaonline.com](https://www.dbaonline.com)
- *FutureSmart*, (2022). Everfi. [Platform.everfi.net](https://platform.everfi.net).
- *Ignition*, (2022). Everfi. [Platform.everfi.net](https://platform.everfi.net).
- *History Alive! The United States Through Modern Times*, (1st ed.). (2022). TCI. [TCI.com](https://www.tci.com)
- Next Gen Personal Finance. (2022). Arcade. Next Gen Personal Finance. [Arcade Games](https://www.arcadegames.com)
- Next Gen Personal Finance. (2022). *NGPF Middle School Course*. Next Gen Personal Finance. [Middle School Course](https://www.ngpf.org)

Digital Supplemental Instructional Tools/Resources

- Storyboard That
- Breakout EDU
- iCivics
- Gimkit
- Gimkit Ink
- Blooket
- Listenwise
- Flocabulary
- Edulastic
- A Starting Point
- Edpuzzle

- YouTube
- Pear deck
- DBQ Project
- TCI Online Textbook
- NGPF
- [BizKids Portal | Tennessee Valley FCU | Hamilton County, TN](#)

Student Materials

- Resources mentioned in Learning Activities collected in collected in [Drive Folder](#) where possible

Teacher Materials

- *Biz Kid\$ LLP*. via the Tennessee Valley Federal Credit Union (2013). *Bizkids*. Television Show. [BizKids Portal | Tennessee Valley FCU | Hamilton County, TN](#)
- *Civics Alive! Foundations and Functions* (1st ed.). (2022). TCI. [TCI.com](#)
- *DBQ Online*. (2022). *The DBQ Project*. [Dbqonline.com](#)
- *EconEdLink: Economic and Personal Finance Resources for K-12*, (2018). Council for Economic Education, [econedlink.org](#)
- *History Alive! The United States Through Modern Times* (1st ed.). (2022). TCI. [TCI.com](#)
- *EconEdLink: Economic and Personal Finance Resources for K-12*, (2018). Council for Economic Education, [econedlink.org](#)
- Everfi (2022). *Futuresmart*. Everfi. [platform.everfi.net](#)
- Everfi (2022). *Ignition*. Everfi. [platform.everfi.net](#)
- FDIC. (2022). *MoneySmart for Young People*. [FDIC: Money Smart for Young People - Grades 6 - 8](#)
- Next Gen Personal Finance. (2022). Arcade. Next Gen Personal Finance. [Arcade Games](#)
- Next Gen Personal Finance. (2022). *NGPF Middle School Course*. Next Gen Personal Finance. [Middle School Course](#)
- Roughton, Kevin. (n.d.) "[Economics](#)." *Teach With Magic*. [www.mrroughton.com](#)
- Scholastic. (2020). "Basics in Building a Budget," Scholastic. [Lesson Plan: Basics in Building a Budget](#)
- [Wayne Township Public Schools Grades 6-8 ELA Analytical Writing Rubric](#)
- [Wayne Township Public Schools Grades 6-8 SS Standards Based DBQ Continuum](#)