

Grade Eight

Course: Grade 8 Social Studies

Time Frame: September-mid November

Unit of Study: Revolution and the New Nation

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS - Social Studies	Indicator
6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.
6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between

	Britain and its North American colonies.
6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
NJSLS - Technology	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

8.2.8.A.1	Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system.
8.2.8.B.3	Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
8.2.8.B.5	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
8.2.8.B.7	Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.
8.2.8.D.1	Design and create a product that addresses a real world problem using a design process under specific constraints.
8.2.8.D.3	Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution
8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
NJSLS - 21st Century Life and Career	

9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences
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
9.4.8.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)
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8)
MEANING	

<p>Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • People respond to and resolve conflicts in a variety of ways. • Values shape the way people think and act. • Democratic societies must balance the rights and responsibilities of individuals with the common good. • A revolution requires communication, an ability to assemble, and a common vision. 	<p>Essential Questions <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What is conflict? Is conflict inevitable? • What values in society are worth fighting for? • What effect does a democratic government have on society? • What key elements must be present in order for a revolution to take place?
ACQUISITION	
<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> • the major Acts and events that led to the revolution. • how key battles impacted the outcome of the American Revolution. • the key principles of the Declaration of Independence. • How the Revolutionary War led to the development of the new nation. 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Analyze the reasons for American independence, including mercantilism and taxation. • Identify and describe key battles in the American Revolution. • Discuss the roles of the First and Second Continental Congresses in the movement towards independence. • Identify key principles of the Declaration of Independence.
STAGE 2: Assessment Evidence	

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

Formative:
Write Newspaper Articles reporting on the American Revolution Journal on related quotes
Read "A Young Patriot" novel and answer related questions
Create, market, and present product based on American Values

Summative:
Unit Test on the Revolution and Convention
Quizzes (vocabulary, chapters from novels, battles) Google slides presentation

Alternative:
Construct a physical representation of the Revolution

Benchmark:
Unit Test
Presentation

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

Integrated Accommodations and Modifications ELL

- Boston Massacre reading comprehension
- Boston Massacre detectives/ study of evidence
- "How a Secret Society of Rebel Americans Made Its Mark on Early America" Reading and debate
- Journal writing assignments/debates/discussion on current event topics that are relevant to the unit being studied and/or present-day situation. ● Dissect the Declaration

- Construct a physical model/representation of the Revolution
 - Visually represent key terms and concepts
- Special Education (See IEP for specific modifications to content)**
- Construct a physical model/representation of the Revolution
 - Visually represent key terms and concepts
- 504 (See 504 plan for specific accommodations)**
- Construct a physical model/representation of the Revolution
 - Visually represent key terms and concepts
- Students at Risk for Failure**
- Construct a physical model/representation of the Revolution ● Revolutionary Diary project
- Gifted and Talented**
- Write historical play on the Revolution
 - Revolutionary Diary project
 - Persuasive speeches on the "Most influential character in the Revolution"

<p>Interdisciplinary Connections</p> <p>Language Arts: Reading informational texts and answering corresponding questions</p> <p>Read and respond to literature pertaining to the war</p> <p>Persuasive speeches and writing assignments</p>	<p>Technology Integration</p> <p>Google Slides project</p> <p>Conduct research using a variety of databases</p> <p>Use an application to create a newspaper layout</p> <p>Access Google Classroom to manage assignments and stay up to date on deadlines and announcements</p>	<p>21st Century Life and Career</p> <p>Argue the purpose and need for taxes</p> <p>Explain the importance of supply and demand and how boycotting in the 18th century influenced the British stronghold on the colonies.</p>	<p>Resources</p> <p><i>A Young Patriot: The American Revolution as Experienced by One Boy</i></p> <p>“The Proclamation of 1763” informational reading and questions</p> <p>The Declaration of Independence Sunnyland-Constitutional concepts America: the story of us video series</p> <p>“1776” video Newsbowl</p> <p>Jr. Scholastic</p> <p>UpFront Magazine</p> <p>Boston Massacre primary sources/engravings</p> <p>Boston Tea Party primary source</p>
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<p>Course: Grade 8 Social Studies</p> <p>Unit of Study: Articles of Confederation and the Constitution</p>		<p>Grade: 8</p>	<p>Time Frame: Mid-November-January</p>
<p>STAGE 1: Desired Results</p>			
<p>21st Century Skills</p> <p>Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration</p> <p>Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy</p> <p>Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility</p>			
<p>NJSLS - Social Studies</p>	<p>Indicator</p>		

6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.A.3.e	Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.

6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.A.4.c	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
NJSLS - Technology	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.2.8.A.2	Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.

8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system.
8.2.8.B.3	Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
8.2.8.B.5	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
NJSLS - 21st Century Life and Career	
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences
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
9.4.8.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)
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8)

MEANING

Enduring Understandings

Students will understand that...

- People respond to and resolved conflicts in a variety of ways.
- Conflict resolution can involve aggression, compromise, cooperation, and change.
- Governments need to change over the course of time to adapt to the changing needs of their people.

Essential Questions

Students will keep considering...

- How are governments created, structured, maintained, and changed?
- What role did compromise play in the early development of the United States government?
- How do the principles of the Constitution apply to everyday life and events?

ACQUISITION

Knowledge

Students will know...

- The weaknesses of the Articles of Confederation
- The main arguments of the Federalists and Anti -Federalists.
- The differences between the small and large state plans.
- The details of the Three-Fifths and the Great Compromise.
- The main principles of the Constitution.
- The meaning of the six goals of the Preamble.
- The details of the Constitutional Convention.
- How the Constitution applies to current-day issues.

Skills

Students will be able to...

- Identify key participants, key steps, and compromises at the Constitutional Convention.
- Discuss the strengths and weaknesses of the Articles of Confederation.
- Describe the ratification process of the Constitution through the viewpoints of the Federalists and Anti-Federalists.
- Match each Preamble goal with its meaning.
- Debate the small-state, large-state issue.
- Identify and describe the main principles of the Constitution.
- Identify how the Constitution is still relevant to present day.

STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

<p>Formative: Debate: Anti-Federalists v. Federalists Read and act out play on Constitutional Convention Journal writing on related quotes</p> <p>Summative: Unit Test on the Articles of Confederation and the Constitution Quizzes (vocabulary, Constitutional Convention) Research project using Google Slides</p>	<p>Alternative: 3D representation of a research project</p> <p>Benchmark: Unit Test Research project</p>
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STAGE 3: Learning Plan (Key Learning Events and Instruction)

<p>Learning Activities</p> <ul style="list-style-type: none"> ● Matching of preamble goals to meanings- partner challenge ● Constitutional Stations of major principles- read primary sources., interpret, draw, etc. ● Peer editing and peer review of research project. ● Public Service Announcement (Group work) on the principles of the Constitution. ● Debate: Anti-Federalists v. Federalists ● Jigsaw both current event articles and informational texts 	<p>Integrated Accommodations and Modifications ELL</p> <ul style="list-style-type: none"> ● 3D representation of research project ● Draw each Constitutional principle ● Visually represent key terms/concepts <p>Special Education (See IEP for specific modifications to content)</p> <ul style="list-style-type: none"> ● Children’s Constitutional Story books ● Visually represent key terms/concepts ● Crossword challenge <p>504 (See 504 plan for specific accommodations)</p> <ul style="list-style-type: none"> ● Draw each Constitutional principle ● Visually represent key terms/concepts ● Develop comprehensive sentences using key terms/concepts <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> ● Children’s Constitutional Story books ● Comic strip of the Constitutional Convention ● Crossword challenge <p>Gifted and Talented</p> <ul style="list-style-type: none"> ● 3D representation of research project ● Using publishing software, construct newspaper articles related to the Constitutional Convention. ● Develop comprehensive sentences using key terms/concepts
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<p>Interdisciplinary Connections Language Arts: Reading informational texts and answering corresponding questions</p> <p>Read and respond to literature pertaining to the AOC and Constitution</p> <p>Persuasive writing assignments</p> <p>Conduct research and develop presentations</p>	<p>Technology Integration</p> <p>Google Slides project</p> <p>Conduct research using a variety of databases</p> <p>Access Google Classroom to manage assignments and stay up to date on deadlines and announcements</p> <p>Smartboard activities/notes</p>	<p>21st Century Life and Career</p> <p>Responsibly research the differing viewpoints of the Federalists and Anti Federalists</p> <p>In groups, evaluate the pros and cons of the issues surrounding large state/small state, slavery, etc.</p>	<p>Resources Sunnyland Constitutional Concepts The Preamble Charlie Brown’s “Constitutional Convention” Newsbowl Junior Scholastic UpFront Magazine</p>
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<p>Course: Grade 8 Social Studies Unit of Study: The Bill of Rights/Amendments/Civil Rights Movement</p>	<p>Grade: 8</p>	<p>Time Frame: January-Mid April</p>
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STAGE 1: Desired Results

21st Century Skills
Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy
Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS - Social Studies	Indicator
6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.A.3.e	Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.
6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.D.5.d	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.A.3.e	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
6.2.8.A.4.c	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.

6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
NJSLS - Technology	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.2.8.B.3	Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
8.2.8.B.5	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
NJSLS - 21st Century Life and Career	
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences

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

MEANING

Enduring Understandings

Students will understand that...

- The US Constitution provides for an orderly, responsive form of government .
- The Key Ideals and Principles as described in the United States Constitution are the foundation of our democratic society.
- The fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy

Essential Questions

Students will keep considering...

- To what extent does the Constitution and the Bill of Rights protect life, liberty and the property of individuals?
- How has the Constitution remained a living document?

ACQUISITION

<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> • Each amendment in the Bill of Rights. • How the Bill of Rights protects American citizens, including the accused. • The key additional amendments that impacted minorities in America. • The impact of the 13th, 14th, and 15th amendments and what role they played in the Civil Rights Movement. • The major events and key characters in the Civil Rights Movement. • How children/young adults impacted the Civil Rights Movement through a march. 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify and explain the Bill of Right • Evaluate each amendment and how it applies to present day • Discuss and debate the effectiveness of the “Children’s March” • Analyze the effect of the 13th, 14th, and 15th amendments • Research and explain the important contributions of noted African Americans. • Evaluate the major constitutional principles of the US Constitution
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<ul style="list-style-type: none"> • The role that the Bill of Rights and additional amendments play in present day America. • Notable African Americans who made an impact on American life. 	
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STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

<p>Formative: Bill of Rights rhymes Bill of Rights drawings Constitution principle stations- read/analyze/interpret Amendment scenarios</p> <p>Summative: Unit test: Amendments and the Civil Rights Movement Quizzes on vocabulary, the Bill of Rights, and additional amendments Black History Month google slides presentation Team Debates based upon Constitutional Amendments</p>	<p>Alternative: Persuasive speech to Congress: “Pass my amendment”</p> <p>Benchmark: Unit Test Black History Month presentation</p>
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STAGE 3: Learning Plan (Key Learning Events and Instruction)

<p>Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)</p> <ul style="list-style-type: none"> ● Bill of Rights Rap (song)- make your own ● Read and act out “Bill of Rights scenarios- protected or not?” ● Evaluate the importance of “Brown v. Board of Education” and “Tinker v. Des Moines.” ● “Which Right is Being Exercised” ● Fourth Amendment presentation by NJ State Police ● Amendment drawings ● “Failure is Impossible” play- 19th amendment ● “Emmitt Till” informational text ● Civil Rights DBQ and Civil Right Movement DBQ 	<p>Integrated Accommodations and Modifications</p> <p>ELL</p> <ul style="list-style-type: none"> ● Debate: Formulate opening statement and closing statements for amendments 1, 2, 4, 8. ● Visually represent key terms/concepts <p>Special Education (See IEP for specific modifications to content)</p> <ul style="list-style-type: none"> ● Civil Rights DBQ ● Civil Rights Movement DBQ ● Debate: Formulate opening statement and closing statements for amendments 1, 2, 4, 8. ● Visually represent key terms/concepts <p>504 (See 504 plan for specific accommodations)</p> <ul style="list-style-type: none"> ● Civil Rights DBQ ● Civil Rights Movement DBQ ● Debate: Formulate opening statement and closing statements for amendments 1, 2, 4, 8.
	<ul style="list-style-type: none"> ● Visually represent key terms/concepts <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> ● Debate: Formulate opening statement and closing statements for amendments 1, 2, 4, 8. ● Crossword challenge ● Visually represent key terms/concepts ● Use “Monopoly” to illustrate the issues surrounding affirmative action <p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Amendment Proposal persuasive speech ● Slide presentation on Landmark Supreme Court Cases ● Use “Monopoly” to illustrate the issues surrounding affirmative action

Interdisciplinary Connections	Technology Integration	21st Century Life and Career	Resources
<p>Language Arts: Reading informational texts and answering corresponding questions</p> <p>Read and respond to literature pertaining to the Bill of Rights and the Civil Rights Movement</p> <p>Persuasive writing assignments</p> <p>Conduct research and develop presentations</p>	<p>Google Slides project</p> <p>Conduct research using a variety of databases</p> <p>Access Google Classroom to manage assignments and stay up to date on deadlines and announcements</p> <p>Smartboard activities/notes</p>	<p>Responsibly research multiple databases for amendment debate.</p> <p>Research and understand the crime index in New Jersey, and the United States as a whole.</p>	<p>“Children’s March” documentary</p> <p>“Children’s March” worksheet</p> <p>Bill of Rights packet</p> <p>Bill of Rights scenarios</p> <p>“Emmitt Till” informational text</p> <p>Civil Rights DBQ</p> <p>Civil Rights Movement DBQ</p> <p>“Failure is Impossible” play</p> <p>“A Class Divided”</p> <p>Amendment packet</p> <p>Amendment four scenarios/questions for NJSTP</p>

Course: Grade 8 Social Studies
 Unit of Study: Branches of government/Law

Grade: 8

Time Frame: Mid-April-June

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy
Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSL - Social Studies	Indicator
6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.A.3.e	Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.

6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.
6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.D.5.d	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

6.2.8.A.3.e	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
6.2.8.A.4.c	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
6.3.8.C.1	Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).
6.3.8.D.1	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.

NJSLS - Technology	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
8.2.8.A.1	Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
8.2.8.A.2	Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.
8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system.
8.2.8.B.3	Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.

8.2.8.B.5	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
8.2.8.B.7	Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.
8.2.8.D.1	Design and create a product that addresses a real world problem using a design process under specific constraints.
8.2.8.D.3	Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution
8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
NJSLS - 21st Century Life and Career	
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences
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
9.4.8.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)

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

<p>Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Congress is a bicameral system of representative government that preserves democratic values. ● The Executive Branch is a federal bureaucracy ● The role of the Judicial Branch and the impact of Landmark Cases ● The significance of checks and balances ● The legal rights and responsibilities of American citizens. 	<p>Essential Questions <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● How does the principle of checks and balances apply? ● How does the United States government make and carry out laws? ● How have Landmark Supreme Court Cases influenced American society?
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ACQUISITION

<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Congressional powers, both implied and expressed. ● How a bill becomes a law. ● The types of committees in Congress. ● The powers/roles of the president. ● The presidential election process and how the electoral college works. ● The levels of federal courts 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Evaluate the text of the Constitution to determine the powers given to Congress are listed and what powers are implied. ● Analyze each step of the bill making process. ● Explain the role of committees in Congress. ● Write representatives expressing personal views on important matters ● Draw and explain presidential roles/powers ● Read and interpret an Electoral College map and debate it's establishment. ● Utilize credible internet sources for research on a president. ● Differentiate between criminal and civil law ● Explain the court process of criminal and civil cases.
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STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

Formative:

Presidential role drawings
Walk a bill through the lawmaking process

Summative:

Unit test on the branches of government
Quizzes on vocabulary, bill process, roles of the president, and the court process
Presidential children's story book

Alternative:

Develop a model of a memorial/statue and a speech commemorating a president
Benchmark:
Unit Test
Lawmaking - Bill process

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

- Create Congress Tests
- Foldable of the Presidential roles
- Judicial Branch- PowerPoint on Landmark Supreme Court Cases
- Create a lawsuit between two fictional characters
- McDonald's civil case study
- Write scripts and act out lawsuit civil case

Integrated Accommodations and Modifications ELL

- Visually represent key terms/concepts
- Show "Hoodwinked" to demonstrate the difference in perception/eye-witness testimony
- Create posters representing civil lawsuit

Special Education (See IEP for specific modifications to content)

- Crossword challenge
- Visually show key terms/concepts
- Create posters representing civil lawsuit

504 (See 504 plan for specific accommodations)

- Crossword challenge
- Show "Hoodwinked" to demonstrate the difference in perception/eye-witness testimony
- Create posters representing civil lawsuit

Students at Risk for Failure

- Write your senator letters
- Crossword challenge
- Show "Hoodwinked" to demonstrate the difference in perception/eye-witness testimony
- "Balderdash" Law game

Gifted and Talented

- Write your senator letters
- Include cross-examination for higher level thinking, and only direct examination for others
- Mock Trial

<p>Interdisciplinary Connections</p> <p>Language Arts Write formal letters to senators</p>	<p>Technology Integration</p> <p>Google Slides project/PowerPoint Conduct research using a variety of databases</p> <p>Access Google Classroom to manage assignments and stay up to date on deadlines and announcements</p> <p>Smartboard activities/notes</p>	<p>21st Century Life and Career</p> <p>Mock Trial</p> <p>Research the departments of the Executive Branch and depending on own skills and preferences, choose the branch you would work in.</p>	<p>Resources</p> <p>McDonald's handout "Schoolhouse Rock: I'm Just a Bill" "A Few Good Men" scene Junior Scholastic/UpFront Court case studies</p>
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