

Lower Cape May Regional School District

8th Grade Social Studies: Civics Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: 21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages

Interdisciplinary Connections

- 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.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 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.
- 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.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 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.
- 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.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- 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).
- 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.
- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 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).
- RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.
- RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- 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.
- 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.

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Integration of Technology

9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

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).

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. •

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

21st Century Skills

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, 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.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).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

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).

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.

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).

9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

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.

9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.

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).

- 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.
- 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.
- 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. •
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 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).
- 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
- 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 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.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 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.

Career Education

- 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.
- 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.
- 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.
- 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.

- 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.
- 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
- 9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.

Lower Cape May Regional School District (Civics/Social Studies) Curriculum	
Content Area: Social Studies	
Course Title: Civics	Grade level: 8th
Unit 1: Foundational Concepts and Principles	Dates for Units: 8 Weeks (35 days)
Unit 2: Foundational Documents	Dates for Units: 12 weeks (60 days)
Unit 3: The Constitution, American Ideals and the American Experience	Dates for Units: 12 weeks (60 days)
Unit 4: Role of the Citizen/America Today	Dates for Units: 8 weeks (35 days)

Lower Cape May Regional School District (Civics/Social Studies) Curriculum Unit 1 Overview
Content Area: Social Studies

Unit Title: Foundational Concepts and Principles**Target Course/Grade Level: Civics 8th****Unit Summary:**

- The United States of America is unique among nations in that it was founded upon an idea. What unites us as Americans is our shared commitment to those ideas and ideals. Any analysis of the structure of American government requires that students first understand the foundational concepts that are the rationale for a constitutional democracy. This unit will ask students to explore the key concepts and principles upon which the government of the United States was established.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve
6.3.8.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.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.
6.1.8.CivicsPI.3.a:	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsPI.3.b:	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.CivicsPI.3.c:	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
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Unit Enduring Questions:

- What are natural/human rights and how can natural/human rights be protected?
- How does the “consent of the governed” protect human rights?
- What forms can governments take?
- What are the advantages and disadvantages of each form of government?
- What is the “rule of law” and why is it necessary for authority to be legitimate?
- What is the difference between an ideal and a practice or institution?
- Where in the nation’s founding documents are American ideals expressed?

Unit Enduring Understandings:

- Every human being is entitled to certain “natural”rights from basic common religious or philosophical concepts about the dignity of each human being.
- Natural Rights were defined by John Locke as “life, liberty, and property,” the Declaration of Independence is based on the concept of human rights.
- Governments establish and enforce laws to maintain safety and order.
- There are many different forms of government that government may take. Some forms of government, such as dictatorships, are based solely on power.
- The legitimacy of a government is based on consent of the governed, the rule of law and the protection of human rights.
- American Ideals are those core values and principles that the structures and practices of the Constitutional system are designed to realize and protect.
- While citizens may debate how to best realize them, American Ideals represent the core elements of a national consensus if democracy is to survive.
- American Ideals represent the American experiment in representative government at its best and are enshrined in the nation’s founding documents

Unit Objectives:***Students will know....***

- Citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good.
- How natural/human rights are protected.
- Why governments are needed.
- What makes a government legitimate?

Unit Objectives:***Students will be able to.....***

- Define the ideals behind the basics of government.
- Explain what is the common good, natural/human rights and how/why they need to be protected.
- Determine the need for government within a

<ul style="list-style-type: none"> ● How does the idea of the “common good” give rise to a social contract within a society? ● What is the proper balance between individual freedom and the common good, and how is it achieved? ● What the “American Ideal” is and how the country has strived for it within the basis for the American social contract aka the Constitution and other founding documents. ● What are the requirements for voting in New Jersey/United States and the responsibilities of elected representatives? 	<p>society.</p> <ul style="list-style-type: none"> ● Differentiate between different types of governments and give examples. ● Understand the basis and the idea of the American Ideal and how it has been expressed both within the founding documents and in society today. ● Generalize the process of elections, a representative democracy and the idea behind “consent of the governed.”
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Lower Cape May Regional School District (Civics/Social Studies) Curriculum Unit 2 Overview	
Content Area: Social Studies	
Unit Title: Foundational Documents	
Target Course/Grade Level: Civics 8th	
Unit Summary: <ul style="list-style-type: none"> ● This unit examines how the foundational concepts identified in Unit One are articulated in the nation’s founding documents and established in the structure of American government. Students will explore the deals expressed in the Declaration of Independence, providing the background for the next unit’s study of how the Declaration inspired a generation of Americans to more fully realize its core concepts of liberty, equality, and justice. The United States Constitution and the state constitutions provide the structural framework for limited government and constitutional democracy, and understanding these documents is a crucial component of active citizenship. The unit concludes with an examination of the Bill of Rights and the amendment process as students come to understand that the Constitution is a living document and American democracy is an ongoing experiment requiring their active participation. 	
Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit

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.
6.1.8.HistoryUP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.CivicsDP.3.a:	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
6.3.8.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
6.1.8.Civics.PD.3.a	6.1.8.Civics.PD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights
6.1.8.CivicsPI3.d.	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
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.

Unit Enduring Questions:

- What is the purpose of the founding documents?
- How does the U.S. Constitution organize government to prevent an abuse of authority?
- How do the three branches of government interact: separation of powers vs. checks and balances?
- What are the powers, responsibilities, limits and role of the Congress? How can we protect against abuse of authority by Congress?
- What are the powers, responsibilities, limits and role of the President?
- What are the powers, responsibilities, limits and role of the Supreme Court?

Unit Enduring Understandings:

- The United States Constitution and Bill of Rights were designed to provide a framework for the United States system of government, while also protecting individual rights.
- Debates about individual rights, states’ rights, and federal power shaped the development of the political and economic institutions and practices of the new Republic.
- Congress represents the diverse interests of the American people. Congress is the most important link between citizens and the federal government.
- Lawmaking is the primary and most important function of Congress. Members of Congress must fulfill several roles as lawmakers, politicians, and servants of their constituents.

- How does Judicial Review function?
- How and why is federalism a key part of the structure of U.S. government?
- Did the Constitution need a Bill of Rights?
- How does the Bill of Rights ensure that fundamental human rights are protected?
- Is the Constitution a “living document”? Why did the founders make the amendment process difficult?

- State and local legislatures carry out many of the same powers as the national legislature
- 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.
- Federalism promotes national unity while giving states control over state and local matters.
- The guarantees in the Bill of Rights reflect the nation’s commitment to personal freedom and to the principle of limited government.
- The due process clause of the fourteenth amendment ensures that state governments do not limit or take away rights given to citizens by the national government. The establishment clause sets up “a wall of separation between church and state”. The free exercise clause protects religious beliefs but does not religious actions that violate laws or threaten safety The guarantees of free speech and press are intended to protect the expression of unpopular views. The rights of peaceable assembly and petition protect the people’s right to bring their views to the attention of public officials.

Unit Objectives:

Students will know....

- The effects of economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity.
- Establish how the founding documents (Declaration of Independence, Constitution, Bill of Rights) articulate and establish/ensure American Ideals.
- Distinguish between the three branches of government, that are outlined within

Unit Objectives:

Students will be able to.....

- Assess The United States Constitution and Bill of Rights as to why they were designed to provide a framework for the United States system of government, while also protecting individual rights.
- Compare the debates about individual rights, states’ rights, and federal power in relation to how it shaped the development of the political and economic institutions and practices of the new Republic.
- Outline the three branches of the United States

<p>the The Constitution.</p> <ul style="list-style-type: none"> ● Generalize the idea behind balance of power within the three branches of government and how the branches can check each other so that no one branch can over-reach/extend. ● Summarize the idea behind the Bill of Rights and the amendments. ● Explain the process in which amendments can be added to the Constitution. 	<p>government, including job titles, descriptions, responsibilities, limits, and other valuable information (federalism).</p> <ul style="list-style-type: none"> ● Illustrate the idea of federalism in relation to the United States federal government and its states. ● Distinguish between rights that are granted to United State citizens in the Bill of Rights and those that are not (state given).
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Lower Cape May Regional School District (Civics/Social Studies) Curriculum Unit 3 Overview	
Content Area: Social Studies	
Unit Title: The Constitution, American Ideals and the American Experience	
Target Course/Grade Level: Civics 8th Grade	
<p>Unit Summary: The Preamble to the United States Constitution outlines its purposes and ideals in the following language: "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States..." This unit will investigate the challenges and triumphs to fulfilling our American ideals. The unit will begin with an examination of the goals highlighted in the Preamble of the Constitution. By tracing the preamble through American history, students will assess the effectiveness of our early citizens in meeting the goals of the Constitution. Students will evaluate how each American ideal has grown and expanded to be more inclusive. As we continue to struggle in fulfilling the potential of the American ideals, students will be encouraged to identify additional areas of growth toward a "more perfect union."</p>	
Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
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 and 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.
6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans and Native Americans during this time period.
6.1.8.CivicsHR.3.a	Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
6.1.8.CivicsHR.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery and other issues during the Antebellum period
6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and limitations of First Amendment Rights (e.g., 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.
6.1.8.CivicsDP.4.a	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th and 15th Amendments to the United State Constitution from multiple perspectives
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How did the Constitution establish a “more perfect union” than the Articles of Confederation? ● How has extending the right to vote supported the concept of the consent of the governed? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● One of the great successes of the American experience is demonstrating to the world that citizens could establish a government based on a social contract with the “consent of the governed”. A founding generation drafted a Constitution that joined political ideas and

- How has the rule of law prevented abuse of authority?
- What is “due process” and how does it protect individual rights?
- What does the 14th Amendment mean by “equal protection under the law”?
- What is “domestic tranquility”?

- practical experience, making real what had previously only been a theory.
- The Constitution addressed many of the deficiencies of the Articles of Confederation.
 - The right to vote, initially granted to a limited segment of the population, has gradually been extended to different groups enhancing the concept of “the consent of the governed”. Ensuring the right to vote is an essential component of a successful democracy.
 - The right to “due process” is considered one of the most fundamental guarantees of individual rights. Procedural Due Process Means that the government must follow rules and procedures that are reasonable, fair, and not arbitrary. Substantive Due Process Means that the government cannot make or interpret laws in a way that violates fundamental rights. The Fifth Amendment established the concept of “due process” in the Constitution regarding the federal government.
 - The Fourteenth Amendment extended the concept of “equal protection under the law” to the states.
 - Domestic tranquility refers to the expectation by citizens that the government will ensure an orderly society based on due process and an inviolate/minimum sphere of personal liberty.

Unit Objectives:

Students will know....

- How the U.S. The Constitution established the fundamental principles of the United States.
- Understand the flaws within the Articles of Confederation and how the flaws led to the Constitutional convention.
- Analyze the Preamble of the U.S. Constitution and understand the power behind the words that were chosen.

Unit Objectives:

Students will be able to.....

- Paraphrase the ideas behind the founding documents.
- Compare the ideas in the founding documents with historical events over the past 200 years. Using research and passed knowledge as to if the ideas expressed have been upheld.
- Understand that the right to vote, initially granted to a limited segment of the population, has gradually been extended to different groups

<ul style="list-style-type: none"> ● Discuss whether the United States has lived up to the ideals that were stated in the Preamble with examining different laws, amendments and acts that have been put into place. ● Demonstrate how the American system of limited government is designed to promote a specific definition of liberty. This definition differs from that used by other nations with different forms of government. 	<p>enhancing the concept of “the consent of the governed”. Ensuring the right to vote is an essential component of a successful democracy.</p> <ul style="list-style-type: none"> ● Differentiate the idea behind procedural due process and substantive due process and how it relates to citizens rights. ● Analyze basic principles laid out in the Bill of Rights in regard to “due process” and “equal protection under the law.” ● Demonstrate an understanding that the American system of government is based on the concept of social contract theory and the idea that individuals agree to place some limits on their absolute liberty in order to actually enjoy the greatest possible amount of liberty. What these limits should be is an important part of Constitutional law and public discourse.
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Lower Cape May Regional School District (Civics/Social Studies) Curriculum Unit 4 Overview
Content Area: Social Studies
Unit Title: Role of the Citizen/ America Today
Target Course/Grade Level: Civics 8th
<p>Unit Summary: In addition to civic education content, students require opportunities to develop and practice the skills and dispositions to become active and well-informed supporters of their community. Voting is an important responsibility of citizenship, but students must also learn how to interact with the appropriate levels of government to address matters of public policy that affect their lives and occupations. This unit explores the nature of citizenship and offers questions and strategies to help students develop the skills they will need to be active members and supporters of their communities. Students will also look how America has grown throughout the years with a look at immigration and the developing of the American culture.</p>

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve
6.3.8.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.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

Unit Enduring Questions:

- Who, by law, is a citizen?
- Who are resident aliens?
- How does an immigrant become a citizen?
- What rights and responsibilities does a citizen have that a non-citizen (resident alien) does not have?
- How do the three branches of government function at the local and state level in New Jersey?
- How well does federalism resolve the competing demands of limiting government power and the need for efficiency in government?
- How do individuals and institutions of civil society, such as interest groups, fraternal groups, business groups, etc. Influence public policy?
- How have those without full political rights (women before 1920, minorities before the Civil Rights Movement) affected change?
- How can I engage with others to improve my local, state, national and/or

Unit Enduring Understandings:

- 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.
- Citizens have additional rights and responsibilities that non-citizens do not possess.
- Local government includes school boards, municipalities, and counties; each with specific authority.
- The New Jersey Constitution delegates certain powers and responsibilities to local governments and school boards. State government includes three branches--executive, legislative and judicial--with separate powers and checks and balances. Decisions made by local and state governments have an enormous impact on our lives.
- Public policy includes the decisions,

global community?

- How can the Universal Declaration of Human Rights help us to identify important issues at the state, local or national level?
- Why are issues involving climate change and the environment critical?
- How do issues of economic justice involve human rights?
- How can the appropriate branch or agency of government with authority to address an important issue be identified?
- Why are digital tools, research skills, media literacy skills and active listening skills important for civic participation?
- Why is it important to consider several alternative solutions to an important issue?
- What can individuals do to help ensure that the American experiment with democracy continues?
- How does civic participation help our democracy evolve?

commitments and actions made by those who hold or affect government positions. Public policies are often embodied in laws, rules or regulations.

- Civil society includes media, voluntary organizations and interest groups, which mediate between individuals and government.
- Individuals and civil society can influence public policy outcomes by speaking with their elected representatives and lobbying for change.
- Students will identify and discuss a variety of community issues, engaging in comprehensive research and analysis of the issues, utilizing appropriate reading, writing, and informational literacy skills.
- Issues will be prioritized based on their scope, duration, impact and feasibility.
- Students will appreciate the value of reaching consensus regarding which issue(s) to prioritize. of the issues identified.
- A fully researched and analyzed solution to a contemporary public policy issue helps students to develop important literacy, problem-solving and critical thinking skills.
- Developing an action plan to have a public policy solution implemented by an appropriate governmental agency develops civic skills and positive civic attitudes.
- Students will reflect on the value of civic engagement to society and to each individual.
- Lifelong citizen engagement and participation in the community is necessary for our democracy to continue. The cohesiveness of our democratic society today is a product of the contributions of historical and current leaders and citizens.

Unit Objectives:***Students will know....***

- Outline the process in which one becomes a U.S. Citizen.
- Infer what is needed/expected (rights and responsibilities) from the social contract to be a good citizen.
- Compare and contrast what an Immigrant, Legal Permanent Resident, resident alien and other terms for citizens.
- Identify government at the local and state level.
- Consider how individuals or groups can affect public policies.
- Explain how civil society can produce biased views on topics, thus be able to determine whether a source is reliable.
- Demonstrate how being a well informed and active member of a society can help lead to change.
- Reflect on the value of civic engagement to society and to each individual. Lifelong citizen engagement and participation in the community is necessary for our democracy to continue.

Unit Objectives:***Students will be able to.....***

- Demonstrate an understanding of who is a citizen and the rights and responsibilities that come with that title.
- Understand the process in which immigrants use to become citizens of the United States.
- Compare the local and state level governments with that of the federal government.
- Summarize how public policy includes the decisions, commitments and actions made by those who hold or affect government positions. Public policies are often embodied in laws, rules or regulations.
- Civil society includes media, voluntary organizations and interest groups, which mediate between individuals and government. Individuals and civil society can influence public policy outcomes by speaking with their elected representatives and lobbying for change
- Construct and develop an action plan to present on a topic they would like to see changed.
- Explain how the cohesiveness of our democratic society today is a product of the contributions of historical and current leaders and citizens

**Lower Cape May Regional School District (Civics/Social Studies) Curriculum
Evidence of Learning**

Specific Formative Assessments Utilized in Daily Lessons:

- Metacognition - At the end of class, have students answer questions similar to... What did we do today? Why did we do it? What did I learn today? How can I apply it? What questions do I still have about it?
- Exit Slip - Hand out a short quiz or a few simple questions such as 3 things I learned today, 2 things I found interesting and 1 questions I still have
- Google Forms - Create an online survey for students to complete. This will get the more introverted students to provide feedback that otherwise wouldn't in the classroom setting.
- Cold-Calling - Use a procedure to ask students questions during instruction that is random and will be sure to include students who do not often volunteer.
- Various other assessments could be used as the discretion of the teacher
- Google Classroom, Kahoot, Quizlet, GimKit, Insert Learning, EagleEye, We the People, ICivics.

Summative Assessment Utilized throughout Units:

- Quizzes to be done periodically at the discretion of the teacher.
- Unit 1 – Chapter tests and Unit exams
- Unit 2 - Chapter tests and Unit exams
- Unit 3 - Chapter tests and Unit exams
- Unit 4 - Chapter tests and Unit exams
- Portion of the United States Citizenship exam

Benchmark Assessments

- Quarterly (STAR)

Alternative Assessments

- Orally explain information
- Present information via project-based learning

Modifications for ELL's

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups

Special Education

- Modified Assignments (use of notes and word bank)
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

504

- Follow all 504 modifications (Example: multiple attempts, word bank, modified reading level)

Gifted And Talented

- Provide advance reading level books
- Provide opportunities for Project-based learning
- Extended learning opportunities when classroom assignments are finished early

Modifications for Students at Risk of Failure

- Allow opportunity to make up missing work
- Allow extra time
- Use a parent/guardian contact log

Project-based Learning Tasks:

- A debate, speech, social media campaign, or multimedia presentation on a current event or controversial issue—the more local and personally relevant to students, the better.
- Create a museum exhibit about a historical time, place, person, event, or development.
- A proposal for a monument that explains a historical event or development.
- A simulation of a situation when people in the past, or in the present day, have to solve a problem, make a decision, or advise a leader.

- Signage, a podcast, a guided tour, a field guide, or an annotated online map about local history.
- An action or service learning project to benefit the community
- Additional PBLs may be developed and incorporated at various times throughout the year at teacher's discretion.
- Mock election during the year to demonstrate the election process.

Summative Assessments:

- End of unit assessments

Benchmark Assessments:

- Quarterly assessments (STAR)

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLs indicate, students will develop proficiency with MLA or APA format as applicable.

Technology:

- Students must engage in technology applications integrated throughout the curriculum.

Applicable technology utilized in this curricula are included below:

- Books online
- Laptops/Chromebooks
- Ipads/Ipods as per IEP
- Mimio/Smartboard
- Internet
- Safari Montage
- Brain Pop
- History Channel
- CNN – Student News
- PBS
- You Tube/Netflix/Hulu
- ICivics
- Google Classroom/Zoom/Google Meet
- Additional resources will be utilized as needed
- We the People
- Eagle Eye
- Google Earth
- Google Culture

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
 - Founding documents: Declaration of Independence, Constitution, Bill of Rights and the

Articles of Confederation.

- Teacher created materials
- Media Center resources (books/videos)
- Safari Montage
- Various internet sites for informational text, online museums, webquests, pictures, maps, and videos
- Teachers Pay Teachers
- School/Teacher owned activity books

Curriculum development Resources/Instructional Materials:

List or Link Ancillary Resources and Curriculum Materials Here:

- VCR/DVD, video guide, Safari Montage, You Tube, BrainPop, Disney+, Netflix, and Hulu.
- Text-support materials (tests, quizzes ...)
- Teacher Generated Materials (worksheets, tests, projects, activities (independent & group, internet research, note taking, and scavenger hunts).
- Current Events and online resources as needed within curriculum topics
- ICivics materials