

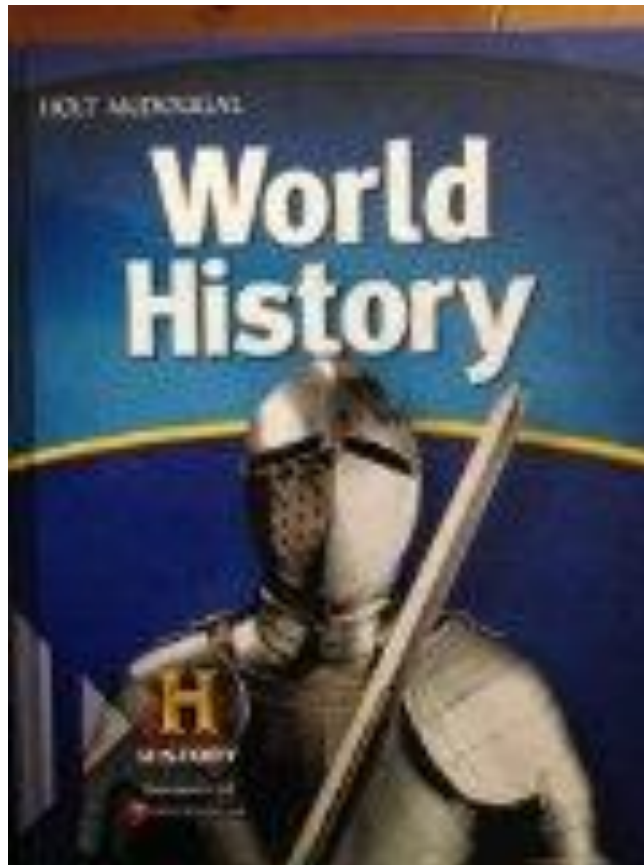
TITLE:

World History - Grade 8

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HOLT McDougal World History Textbook (Middle School)



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SCOPE AND SEQUENCE

Unit 1: Early Humans and Societies

I. Uncovering the Past

EQ: Why do scholars study the people, events and ideas of long ago?

A. Studying History

1. Study of the past
2. Understanding through History
3. Using Clues

B. Studying Geography

1. Studying Places and People
2. Studying Location
3. Geography and History

II. The Stone Ages and Early cultures

EQ: How did humans' ways of living change as they interacted and adapted?

A. The First People

1. Scientists Study Remains
2. Hominids and Early Humans
3. Stone Age Tools
4. Hunter-gatherer Societies

B. Early Human Migrations

1. People Move Out of Africa
2. People Adapt to New Environments

C. Beginnings of Agriculture

1. The First Farmers
2. Farming Changes Societies

Unit 2: Mesopotamia, Egypt, and Kush

III. Mesopotamia and the Fertile Crescent

EQ: How did geography influence the development of civilization in Southwest Asia?

A. Geography of the Fertile Crescent

1. Rivers Support the Growth of Civilization
2. Farming and Cities

B. The Rise of Sumer

1. An Advanced Society
 2. Religion Shapes Society
 - C. Sumerian Achievements
 1. The invention of Writing
 2. Advances and Inventions
 3. The Arts of Sumer
 - D. Later Peoples of the Fertile Crescent
 1. The Babylonians Conquer Mesopotamia
 2. Invasions of Mesopotamia
 3. The Phoenicians
- IV. Ancient Egypt and Kush
- EQ: How was the success of the Egyptian civilization tied to the Nile River?
- A. Geography and Ancient Egypt
 1. The Gift of the Nile
 2. Civilizations Develops Along the Nile
 3. Kings Unify Egypt
 - B. The Old Kingdom
 1. Early Egyptian Society
 2. Religion and Egyptian Life
 3. The Pyramids
 - C. The Middle and New Kingdoms
 1. The Middle Kingdoms
 2. Work and Daily Life
 - D. Egyptian Achievements
 1. Egyptian Writing
 2. Temples, Tombs, and Art
 - E. Ancient Kush
 1. The Geography of Early Nubia
 2. Kush and Egypt
 3. The Decline of Kush

Unit 3: Civilization in India and China

V. Ancient India

EQ: How do India's rich history and culture affect the world today?

- A. Geography and Early India
 - 1. Geography of India
 - 2. Harappan Civilization
 - 3. Aryan Migration
- B. Origins of Hinduism
 - 1. Indian Society Divides
 - 2. Brahmanism
 - 3. Hinduism Develops
 - 4. Groups React to Hinduism
- C. Origins of Buddhism
 - 1. Siddhartha's Search for Wisdom
 - 2. Teachings of Buddhism
 - 3. Buddhism Spreads
- D. Indian Empires
 - 1. Mauryan Empire Unifies India
 - 2. Gupta Rulers Promote Hinduism
- E. Indian Achievements
 - 1. Religious Art
 - 2. Sanskrit Literature
 - 3. Scientific Advances

VI. Ancient China

EQ: How do the people, events, and ideas that shaped ancient China continue to influence the world?

- A. Geography and Early China
 - 1. China's Physical Geography
 - 2. Civilization Begins
 - 3. China's First Dynasties
- B. The Zhou Dynasty and New Ideas
 - 1. The Zhou Dynasty
 - 2. Confucius and Society
 - 3. Daoism and Legalism
- C. The Qin Dynasty
 - 1. The Qin Emperor's Strong Government
 - 2. The Unified china
- D. The Han Dynasty
 - 1. Han Dynasty Government

2. Family Life
 3. Han Achievements
- E. Han Contacts with Other Cultures
1. Farming and Manufacturing
 2. Trade Routes
 3. Buddhism Comes to China

Unit 4: Foundations of Western Ideas

VII. The Hebrews and Judaism

EQ: How did the Hebrews defend themselves and maintain their beliefs?

A. The Early Hebrews

1. Abraham and Moses Lead Their People
2. Kings Unite the Israelites
3. Invaders Conquer and rule
4. Women in Israelite Society

B. Jewish Beliefs and Texts

1. Jewish Beliefs Anchor Their Society
2. Texts List Jewish Beliefs
3. Scrolls Reveal Past Beliefs
4. Judaism and Later Cultures

C. Judaism over the Centuries

1. Revolt, Defeat, and Migration
2. Two Cultural Traditions
3. Traditions and Holy Days

VIII. Ancient Greece

EQ: What factors shaped government in Greece?

A. Geography and the Early Greeks

1. Geography Shapes Greek Civilization
2. Trading Cultures Develop
3. Greeks Create City-States

B. Government in Athens

1. Aristocrats and Tyrants Rule
2. Athens Creates Democracy
3. Ancient Democracy Differs from Modern Democracy

C. Greek Mythology and Literature

1. Myths Explain the World
2. Ancient Greek Literature
3. Greek Literature Lives

IX. The Greek World

EQ: What advances did the Greeks make that still influence the world today?

- A. Greece and Persia
 - 1. Persia Becomes an Empire
 - 2. The Persians Empire Grows Stronger
 - 3. The Persians Fight Greece
- B. Sparta and Athens
 - 1. Spartans Build a Military Society
 - 2. Athenians Admire the Mind
 - 3. Sparta and Athens Fight
- C. Alexander the Great
 - 1. Macedonia Conquers Greece
 - 2. Alexander Builds an Empire
 - 3. Hellenistic Kingdoms
- D. Greek Achievements
 - 1. The Arts
 - 2. Philosophy
 - 3. Science

Unit 5: The Roman World

X. The Roman Republic

EQ: How did Rome become the dominant power in the Mediterranean region?

- A. Geography and the Rise of Rome
 - 1. The Geography of Italy
 - 2. Rome's Legendary Origins
 - 3. The Early Republic
- B. Government and Society
 - 1. Roman Government
 - 2. Written Laws Keep Order
 - 3. The Roman Forum
- C. The Late Republic
 - 1. Growth of Territory and Trade
 - 2. Rome Grows Beyond Italy
 - 3. Crises Strike the Republic

XI. Rome and Christianity

EQ: Why did the Roman Empire fall, and what is its legacy?

- A. From Republic to Empire
 - 1. Disorder in the Republic
 - 2. The End of the Republic
 - 3. Rome's Growing Empire
 - 4. Rome's Accomplishments
- B. The Roman Empire and Religion

1. Religious Tolerance and Conflict
2. A New Religion
3. Jesus of Nazareth
4. The Growth of Christianity

C. The End of the Empire

1. Problems in the Empire
2. The Decline of Rome
3. A New Eastern Empire

XII. Islamic and African Civilizations

EQ: How were Muslim leaders able to spread Islam and create an empire?

A. The Roots of Islam

1. Life in a Desert Land
2. A New Religion

B. Islamic Beliefs and Practices

1. The Qur'an
2. The Sunnah
3. Islamic Law

C. Islamic Empires

1. Muslim Armies conquer Many Lands
2. Trade Helps Islam Spread
3. Three Muslim Empires

D. Cultural Achievements

1. Science and Philosophy
2. Literature and the Arts

XIII. Early African Civilizations

EQ: What factors shaped early African civilizations?

A. Geography and Early Africa

1. Landforms, Climate, and Resources
2. Early Peoples' Way of Life

B. The Empire of Ghana

1. Ghana Controls Trade
2. Ghana Builds an Empire
3. Ghana's Decline

C. Later Empires

1. Mali
2. Songhai

D. Historical and Artistic Traditions

1. Preserving History

2. Art, Music, and Dance

Unit 7: Empires of Asia and the Americas

XIV. China

EQ: How did China change after the fall of the Han dynasty?

A. China Reunifies

1. The Period of Disunion
2. The Sui, Tang, and Song
3. The Age of Buddhism

B. Tang and Song Achievements

1. Advances in Agriculture
2. Cities and Trade
3. Arts and Inventions

C. Confucianism and Government

1. Confucianism
2. Scholar-Officials

D. The Yuan and Ming Dynasties

1. The Mongol Empire
2. The Ming Dynasty
3. China Under the Ming

XV. Japan

EQ: How did the Japanese blend borrowed customs and native traditions into a unique culture?

A. Geography and Early Japan

1. Geography Shapes Life in Japan
2. Early Japanese Society
3. Japan Learns from China and Korea

B. Art and Culture in Heian

1. Japanese Nobles Create Great Art
2. Buddhism Changes

C. Growth of a Military Society

1. Samurai and Shoguns Take Over Japan
2. Samurai Live Honorably
3. Order Breaks Down
4. Strong Leaders Take Over

XVI. The Early Americans

EQ: What led to the development of complex societies in the Americas?

A. The Maya

1. Geography and the Early Maya
2. The Classic Age

3. Maya Culture
 4. Decline of Maya Civilization
- B. The Aztec
1. The Aztecs Build an Empire
 2. Life in the Empire
 3. Cortes Conquers the Aztecs
- C. The Incas
1. The Incas Create an Empire
 2. Life in the Inca Empire
 3. Pizarro Conquers the Incas

Unit 8: Renewal in Europe

XVII. The Early Middle Ages

EQ: How did life in Europe change after the fall of Rome?

A. Geography of Europe

1. The Physical Features of Europe
2. Geography Shapes Life

B. Europe after the Fall of Rome

1. Christianity Spreads to Northern Europe
2. The Franks Build an Empire
3. Invaders Threatens Europe

C. Feudalism and Manor Life

1. Feudalism Governs Knights and Nobles
2. Feudalism Spreads
3. The Manor System
4. Towns and Trade Grow

D. Feudal Societies

1. Feudal Societies Share common Elements
2. Europe and Japan Differ

XVIII. The Later Middle Ages

EQ: How did religion affect Europe's political and social life during the later Middle Ages?

A. Popes and Kings

1. Popes and Kings Rule Europe
2. Popes Fight for Power
3. Kings and Popes Clash

B. The Crusades

1. Crusades Invade the Holy Land
2. Later Crusades Fail
3. Crusades Change Europe

- C. Christianity and Medieval Society
 - 1. The Church Shapes Society and Politics
 - 2. Monks and Friars
 - 3. Universities Are Built
 - 4. The Church and the Arts
- D. Political and Social Change
 - 1. Magna Carta Causes Change in England
 - 2. The Hundred Years' War
 - 3. The Black Death
- E. Challenges to Church Authority
 - 1. The Church Reacts to Challengers
 - 2. Christians Fight the Moors
 - 3. Jews Face Discrimination

Technology

- 1. Books online
- 2. Laptops
- 3. Ipads/Ipods as per IEP
- 4. Mimio/Smartboard
- 5. Internet
 - Safari Montage
 - Brain Pop
 - History Channel
 - CNN – Student News
 - PBS
 - You Tube
 - History Globe

Title of Grade Level Instructional Unit: _____ Unit 1

Specific Topics to be Addressed in Unit: Early Humans and Societies

Length of Instruction: 14 days

Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Identify/define different types of history
2. Discuss how we can study history and know about the past
3. Analyze artifacts and their importance (how archaeologists use them)
4. Identify/define different type of early humans
5. Discuss how humans became domesticated
6. Identify tools that allowed humans to survive
7. Synthesize how the transition from nomadic to sedentary lifestyle lead to civilizations
8. Compare/contrast the Paleolithic and Neolithic Ages
9. Discuss the importance of geography
10. Decipher and read a map
11. Develop map skills and identify elements on a map

CORE CONTENT STANDARDS

6.2.8.A.1.a

6.2.8.B.1.a

6.2.8.B.1.b

6.2.8.C.1.a

6.2.8.C.1.b

6.2.8.D.1.a

6.2.8.D.1.b

6.2.8.D.1.c

CCTC 1 (Responsible and Contributing Citizen)

CCTC 2 (Apply appropriate academic and technical Skills)

CCTC 4 (Communicate clearly, effectively and with reason)

CCTC 5 (Impact of environmental, social, & economic decisions)

CCTC 6 (Demonstrate creativity/innovation)

CCTC 7 (Employ valid and reliable research strategies)

CCTC 8 (Utilize Critical Thinking to make sense of problems & persevere in solving them)

CCTC 9 (Model integrity/leadership/effective management)

CCTC 10 (Educational & Career Path aligned to personal goals)

CCTC 11 (Use Technology to enhance productivity)

CCTC 12 (Work Productively in Teams)

CCSS.ELA-Literacy.RH.6-8.1

CCSS.ELA-Literacy.RH.6-8.2

CCSSELA-Literacy.RH.6-8.4

CCSSELA-Literacy.RH.6-8.5

CCSSELA-Literacy.RH.6-8.7

CCSS.ELA-Literacy.RH.6-8.9

Activities:

Introduction Project

- Self Portrait Pyramid/Essay

Chapter 1

- “What do you Know” about History Activity (Places, Religion, People, Culture, Invention, What would you like to know) GROUP Activity.
- Skill of a Historian (Warm Up), What does a Historian look like? (Group activity- create poster of what a historian might look like), Types of History & Sources (Visualizing History/picture activity)
- Maps and Globes Booklet: Globe, Latitude, Longitude, Continents, Oceans
- “Uncovering History”- Archaeology introduction, Bill Nye Archaeology and worksheet, Section 1 Uncovering the Past worksheet(from WH Text), Who Cares About Great Uncle Edgar?, Activity: RMT’s Antique Artifact Road Show (Tables of artifacts from the past. Student Worksheet/Chart), “Uncovering the Past : Aftermath”-Student response to Road Show items, “Your Life, Your History”- students bring in artifact of own that represents them.
- Mapping The World
- Crack The Code – Longitude and Latitude
- Packet Questions – Studying History Chapter 1 Section 1
- Stations: What Is It? Archaeology Station Activity - Artifact Discovery Chart
- Vocabulary – Chapter 1

Chapter 2

- PowerPoint – Chapter 2: Stone Age
- Movie – Bill Nye “Archaeology” with questions
- Movie : Horrible History – Savage Stone Age
- Uncovering The Past Packets – Section 1,2,& 3
- Vocabulary – Chapter 2
- Scavenger Hunt – The Iceman

Student Evaluation:

- Chapter tests
- Section quizzes
- Class discussion
- Essay responses
- Video guide questionnaire
- Alternate assessments

1- Passport and Suitcase (SGO)

2- Map of the World: Identify 4/5 Oceans and 7 Continents

Materials/Resources Needed:

1. Textbook: World History, Holt McDougal, Houghton Mifflin Harcourt
2. VCR, Video and video guide, Safari Montage, You Tube: Bill Nye “Archeology”, Horrible Histories,
3. Text-support materials (tests, quizzes ...)
4. Teacher Generated Materials (worksheets, tests, projects, activities(independent & group, internet research and scavenger hunts)
5. Note taking guides , Graphic Organizers, Compare/Contrast
6. Key terms and vocabulary

Source of Lesson:

1. Video
2. Textbooks
3. Current events
4. Teacher-generated materials
5. Workshops
6. Text supplemental materials

Title of Grade Level Instructional Unit: _____ Unit 2

Specific Topics to be Addressed in Unit: _____ Ancient Mesopotamia and Egypt

Length of Instruction: _____ 8 Weeks _____ Grade Level: _____ 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Identify/define impact of water on early civilizations (Mesopotamian and Egypt)
2. Discuss the development of civilizations (Mesopotamia and Egypt)
3. Identify technological advances and elements that made Mesopotamia unique
4. Compare/contrast modern and ancient maps of Mesopotamia/Egypt
5. Identify/define/locate the different civilizations in Mesopotamia
6. Compare/contrast the strengths of various groups of power in Mesopotamia
7. Identify Mesopotamian/Egyptian inventions and their impact
8. Discuss Egyptian government and social hierarchy
9. Discuss/define Egyptian burial practices
10. Identify the importance of Egyptian gods and afterlife
11. Synthesize the importance of building pyramids and their design
12. Research Egyptian gods and goddesses
13. Identify and implement Egyptian math/number system
14. Analyze the importance of storytelling
15. Analyze how and why a culture can become specific to an area
16. Identify the various hieroglyphic symbols and how they are used
17. Synthesize the importance of the discovery of the Rosetta Stone
18. Analyze why documenting/record keeping is important in history (what can we learn from it)

CORE CONTENT STANDARDS

- 6.2.8.A.2.a
- 6.2.8.A.2.b
- 6.2.8.A.2.c
- 6.2.8.B.2.a
- 6.2.8.B.2.b
- 6.2.8.C.2.a
- 6.2.8.D.2.a
- 6.2.8.D.2.b
- 6.2.8.D.2.c
- 6.2.8.D.2.d

- CCTC 1 (Responsible and Contributing Citizen)
- CCTC 2 (Apply appropriate academic and technical Skills)
- CCTC 4 (Communicate clearly, effectively and with reason)
- CCTC 5 (Impact of environmental, social, & economic decisions)
- CCTC 6 (Demonstrate creativity/innovation)
- CCTC 7 (Employ valid and reliable research strategies)
- CCTC 8 (Utilize Critical Thinking to make sense of problems & persevere in solving them)
- CCTC 9 (Model integrity/leadership/effective management)
- CCTC 10 (Educational & Career Path aligned to personal goals)
- CCTC 11 (Use Technology to enhance productivity)
- CCTC 12 (Work Productively in Teams)

- CCSS.ELA-Literacy.RH.6-8.1
- CCSS.ELA-Literacy.RH.6-8.2
- CCSS.ELA-Literacy.RH.6-8.4
- CCSS.ELA-Literacy.RH.6-8.5
- CCSS.ELA-Literacy.RH.6-8.6
- CCSS.ELA-Literacy.RH.6-8.7
- CCSS.ELA-Literacy.RH.6-8.9

Core Activities:

Chapter 3 – Mesopotamia

- Mesopotamia Reading – Sumerians
- Babylonia Reading
- You The Judge – Hammurabi’s Court Activity
 - Vocabulary in Hammurabi’s Code
 - Putting It All Together Activity
- Stations:
 - Station 1 – JS Reading – Life in Mesopotamia Outline
 - Mesopotamia Crossword Puzzle
 - Station 2 JS – Laying Down The Law
 - Hammurabi’s Empire
 - Code of Hammurabi
 - Station 3 Chapter 3 Vocabulary: Definitions and Illustrations
 - Assyrian Civilization Synonyms
 - Station 4 Map – Fertile Crescent /Mesopotamia
 - Follow Up – Modern Countries of the Middle East today
 - Where in the World? Ancient Mesopotamia Scavenger Hunt
 - Station 5 Safari Montage Ancient Mesopotamia with Questions
- Bracketology Ancient Mesopotamians
- “Laying Down the Lay” Hammurabi Reading and Questions (Junior Scholastic)
- See Ya Later Mesopotamia (Passport Activity)

Egypt:

Chapter 4 – Egypt and the Kush

- Ancient Egypt Reading – Textbook Summary
- What Do I Know About Egypt
- Notes and PowerPoint
- PBS Pyramid movie with guide sheet
- - Station 1 BBC Mummy Maker
 - Station 2 Make a pyramid
 - Station 3 BrainPop Mummies
 - Station 4 Mummies of the World Article (Junior Scholastic) and Questions
- Egyptian Storytelling (Found and unopened pyramid creative writing)
- Gods and Goddess Foldable
- Horrible Histories Awesome Egyptians and guide sheet
- Egyptian Math
- Egyptian Storytelling
- Herodotus , The Histories WS
- Rosetta Stone Activity
- Egyptian Cinderella
- Hieroglyphic Decoder WS and design your own bumper sticker
- Egyptian Idol
- (Junior Scholastic) Growing Up in Ancient Egypt

- I Have Who Has , Secret Keeper, Find Someone Who, Study Guide (review activities)
- See Ya Later Egypt (Passport Activity)

Student Evaluation:

ASSESSMENT – Mesopotamia Exit Activities

Mesopotamia Postcard, Passport, Seven Wonder of the World Booklet, Mesopotamian Invention Booklet, E-Mail from Mesopotamia, Mesopotamia Tour Speech, Cuneiform Clay Table, Life Along the Tigris and Euphrates, Pop Up Book, Hammurabi’s Code Poster, Make Your Own Mesopotamian Crossword

Quick Quizzes: Sumerian Culture; Babylonia

Egypt:

ASSESSMENT – Egypt Exit Activities

Egypt Passport, Egyptian Idol, Quick Quizzes, Gods and Goddesses research and foldable, Postcard, 3D image of Egyptian Culture, Email from Egypt, Designing a Death mask/Sarcophagus (with mummy)

****Benchmark 1****

Materials/Resources Needed:

1. Textbook: World History, Holt McDougal, Houghton Mifflin Harcourt
2. VCR, Video and video guide, Safari Montage (Ancient Mesopotamia), You Tube (How Mummies are Made) (Ready for the Afterlife), Horrible Histories Awesome Egyptians, Ancient Egypt (Safari), PBS Pyramids, BrainPop (Mummification, Ancient Egypt, Afterlife, etc), Landmark Ancient Egypt Building Pyramids and Temples, Landmark Ancient Egypt Pharaohs and Gods Duckster Webquest and quiz

Web activities:

<http://www.nms.ac.uk/explore/play/discover-ancient-egypt/egyptian-tomb-adventure/>

<http://www.ancientegypt.co.uk/gods/explore/main.html>

<http://kids.nationalgeographic.com/kids/games/interactiveadventures/tomb-unknown-mummy/>

<http://www.brainpop.com/socialstudies/worldhistory/mummies/>

3. Text-support materials (tests, quizzes ...)
4. Teacher Generated Materials (worksheets, tests, projects, activities(independent & group, internet research and scavenger hunts)
5. Note taking guides , Graphic Organizers, Compare/Contrast
6. Key terms and vocabulary

Egypt

1. Textbook: World History, Holt McDougal, Houghton Mifflin Harcourt
2. VCR, Video and video guide, Safari Montage (Ancient Mesopotamia), You Tube, Horrible Histories Egypt, BrainPop (Sumerians and Ancient Wonders of the World)
3. Text-support materials (tests, quizzes ...)
4. Teacher Generated Materials (worksheets, tests, projects, activities(independent & group, internet research and scavenger hunts)
5. Note taking guides , Graphic Organizers, Compare/Contrast
6. Key terms and vocabulary

Source of Lesson:

1. Video
2. Textbooks
3. Current events
4. Teacher-generated materials
5. Workshops
6. Text supplemental materials

Title of Grade Level Instructional Unit: Unite 3 Civilizations in India and China

Specific Topics to be Addressed in Unit: Indus River Valley and China

Length of Instruction: TBD Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Discuss the geography of India and determine how it allowed civilization to grow
2. Define terminology related to the topic
3. Identify important figures, achievements, and events associated with Ancient India
4. Synthesize why this civilization was able to thrive and grow
5. Research various aspects of Indian culture that are still present today
6. Compare/contrast Hinduism and Buddhism
7. Discuss the basic principles of Hinduism and Buddhism
8. Analyze the creation of Hinduism and Buddhism
9. Identify key terms and figures associated with Hinduism and Buddhism
10. Interpret texts associated with Hinduism and Buddhism
11. Synthesize why Hinduism and Buddhism spread
12. Compare/contrast Hinduism and Buddhism
13. Discuss the basic principles of Hinduism and Buddhism
14. Synthesize and create individual's "Four Noble Truths", "Eightfold Path"

CORE CONTENT STANDARDS

- 6.2.8.A.2.a
- 6.2.8.A.2.b
- 6.2.8.A.2.c
- 6.2.8.B.2.a
- 6.2.8.B.2.b
- 6.2.8.C.2.a
- 6.2.8.D.2.a
- 6.2.8.D.2.b
- 6.2.8.D.2.c
- 6.2.8.D.2.d
- 6.2.8.A.3.a
- 6.2.8.A.3.b
- 6.2.8.A.3.c
- 6.2.8.A.3.d
- 6.2.8.A.3.e
- 6.2.8.B.3.a
- 6.2.8.B.3.b
- 6.2.8.C.3.a
- 6.2.8.C.3.b
- 6.2.8.C.3.c
- 6.2.8.D.3.a
- 6.2.8.D.3.b
- 6.2.8.D.3.c
- 6.2.8.D.3.d
- 6.2.8.D.3.e
- 6.2.8.D.3.f
- CCTC 1 (Responsible and Contributing Citizen)
- CCTC 2 (Apply appropriate academic and technical Skills)
- CCTC 3 (Personal Health & Well being)
- CCTC 4 (Communicate clearly, effectively and with reason)
- CCTC 5 (Impact of environmental, social, & economic decisions)
- CCTC 6 (Demonstrate creativity/innovation)
- CCTC 7 (Employ valid and reliable research strategies)
- CCTC 8 (Utilize Critical Thinking to make sense of problems & persevere in solving them)
- CCTC 9 (Model

integrity/leadership/effective management)
CCTC 10 (Educational & Career Path aligned to personal goals)
CCTC 11 (Use Technology to enhance productivity)
CCTC 12 (Work Productively in Teams)

CCSS.ELA-Literacy.RH.6-8.1
CCSS.ELA-Literacy.RH.6-8.2
CCSSELA-Literacy.RH.6-8.4
CCSSELA-Literacy.RH.6-8.5
CCSSELA-Literacy.RH.6-8.6
CCSSELA-Literacy.RH.6-8.7
CCSS.ELA-Literacy.RH.6-8.9

Core Activities:

- India Notes and guidesheet
- India Vocab (Textbook)
- Indus River Valley WS with Map
- Ancient India What Do I Know
- Map of Indian Subcontinent
- Story of India: The Beginnings (Safari Montage) with guide sheet
- Indus River Valley Webquest
- Chandragupta Maurya WS
- Buddhism and Hinduism Notes and guide sheet
- Comparing Buddhist and Hindu Literature WS
- Mahabarata Reading and Questions (Savritri)
- Eightfold Path Activity (notecard)
- Gods and Goddesses cut out activity

Student Evaluation:

Eightfold Path note card for suitcase, India Vocabulary Quiz

Materials/Resources Needed:

1. Textbook: World History, Holt McDougal, Houghton Mifflin Harcourt

2. VCR, Video and video guide, Safari Montage (Stories of India: The Beginning), You Tube, , BrainPop
3. Text-support materials (tests, quizzes ...)
4. Teacher Generated Materials (worksheets, tests, projects, activities(independent & group, internet research and scavenger hunts)
5. Note taking guides , Graphic Organizers, Compare/Contrast
6. Key terms and vocabulary

Source of Lesson:

1. Video
2. Textbooks
3. Current events
4. Teacher-generated materials
5. Workshops
6. Text supplemental materials

Title of Grade Level Instructional Unit: _____

Specific Topics to be Addressed in Unit: _____

Length of Instruction: _____

Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

- 1.
- 2.
- 3.
- 4.
- 5.

**CORE CONTENT
STANDARDS**

Core Activities:

Suggested Extension Activities:

Student Evaluation:

Materials/Resources Needed:

1. Textbook:
2. VCR, video and video guide:
3. Text-support materials (tests, quizzes...)
4. Teacher-generated materials
5. Graphic organizers
6. Key terms

Source of Lesson:

1. Video
2. Textbooks
3. Current events
4. Teacher-generated materials
5. Workshops
6. Text supplemental materials

Title of Grade Level Instructional Unit: _____ Foundations of Citizenship _____

Specific Topics to be Addressed in Unit: _____ Introduction to Civics – Citizenship _____

Length of Instruction: _____ 15-25 Class Periods _____ Grade Level: _____ 8 _____

Student Learning Objectives (Concepts/Skills/Attitudes):**The students will be able to:**

1. Explain the meaning of citizenship
2. Differentiate between the rights, duties, and responsibilities of an American citizen
3. Identify where the duties of Citizenship are described
4. Explain why the *Bill of Rights* was added to the Constitution
5. Discuss how U.S. citizenship benefits its people

CORE CONTENT STANDARDS

6.2.8 D.1-3
6.2.8 E.6
6.2.8 E.9

Core Activities:

- Readings in Chapters 1 and 4 in American Civics
- Readings in Chapters 1 and 4 in We the People: Civics in America

Suggested Extension Activities:

- Journal Entries
- Examine Significant Supreme Court Cases
- Political Cartoons
- Simulation Debates
- See attached Video Guide (i.e. “*Who is an American?*”)

Student Evaluation:

- Chapter tests
- Section quizzes

- Class discussion
- Essay responses
- Video guide questionnaire
- Alternate Assessments

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. VCR, video and video guide: “*Who is an American?*”
3. Text-support materials (tests, quizzes...)
4. Teacher-generated materials
5. Graphic organizers
6. Key terms

Source of Lesson:

1. Video
2. Textbooks
3. Current events
4. Teacher-generated materials
5. Workshops
6. Text supplemental materials

Title of Grade Level Instructional Unit: Foundations of Citizenship

Specific Topics to be Addressed in Unit: Introduction to Civics – American Values and Principles

Length of Instruction: 5-15 Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Analyze how certain values including equality, justice, the Common Good, and free inquiry are essential to American public life
2. Understand principles of democracy, such as equality of opportunity, equality, equality under the law, the importance of the individual, compromise, and majority rule
3. Determine the principles that form the basis of the U.S. Government and the Democratic way of life
4. Evaluate the roles and qualities of good citizenship and their impact on a self-governing nation

CORE CONTENT STANDARDS

6.2.8 A.1-A.2
6.2.8 B.1
6.2.8 D.1-3
6.2.8 E.6

Core Activities:

- Readings in Chapters 1, 2 and 4 in American Civics
- Readings in Chapters 2 and 13 in We the People: Civics in America

Suggested Extension Activities:

- Journal entries
- Political cartoons
- Debates
- Mock trials
- See attached Video Guide (i.e. “*Acting on Your Values*”)

Student Evaluation:

- Chapter tests
- Section quizzes
- Class discussion
- Essay responses
- Video guide questionnaire
- Alternate assessments

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. VCR, video and video guide: “*Acting on Your Values*”
3. Text-support materials (tests, quizzes...)
4. Teacher-generated materials
5. Graphic organizers
6. Key terms

Source of Lesson:

1. Video
2. Textbooks
3. Current events
4. Teacher-generated
5. Workshops

Title of Grade Level Instructional Unit: Foundations of Citizenship

Specific Topics to be Addressed in Unit: Immigration

Length of Instruction: 8-14 Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Become familiar with the duties and responsibilities of U.S. citizens
2. Develop an appreciation for the contributions of immigrant groups to the U.S.
3. Become familiar with the changes in U.S. immigration policy throughout history
4. Develop an understanding of the changes that have come about in the movement of the American people in the early years of the country to the present
5. Become familiar with the steps in the naturalization process
6. Develop an understanding of the reasons why various immigrant groups left their homelands to emigrate to the U.S. during different time periods
7. Compare and contrast the roles of Ellis Island and Angel Island in the immigration process

CORE CONTENT STANDARDS

6.2.8 D.4
6.2.8 E.6
6.2.8 E.9-10
6.4.8 C.7

Core Activities:

- Read “The Meaning of Citizenship” p. 2-4 and “What Unites America” p. 8-12 in We the People: Civics in America
- Read Chapter 1 “We the People” p. 2-21 in American Civics

Suggested Extension Activities:

- Internet activity on U.S. Citizenship and Immigration Services
- Internet sites on Ellis Island and Angel Island
- Video and worksheet: “*Triumph of Hope*”
- Video: “*Immigration Experience: The Long, Long Journey*”
- Video “*Ellis Island*”
- Video and worksheet: “*Triangle Shirt Waist Factory Fire*”
- Internet activity on Triangle Factory Fire
- Choose a duty and/or a responsibility of citizenship to illustrate and color
- Choose an immigrant group and research; present results in PowerPoint presentation, report, etc.
- Read Junior Scholastic play on Ellis Island
- Choose a specific immigrant to research and report on their contributions
- Research the cuisine of other cultures and celebrate an ethnic festival
- Journal thought questions on immigration issues; e.g., Should we limit immigration? How? Should children born to illegal immigrants not be allowed to claim citizenship? etc.

Student Evaluation:

- Research paper
- Tests
- Quizzes
- Internet activities
- Journal
- Worksheets
- Class discussions
- Essay
- Project
- Poster

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. Internet
3. Journal
4. Poster board
5. Art supplies
6. VCR, videos and worksheets: *“Triumph of Hope”*, *“Immigration Experience: The Long, Long Journey”*, *“Ellis Island”* and *“Triangle Shirt Waist Factory Fire”*

Source of Lesson:

1. Teacher-generated materials
2. Textbooks
3. Current events
4. Internet

INTRODUCTION TO CIVICS/PORTRAIT OF AMERICA ASSESSMENT

Key Terms

- | | | |
|-------|--------------------------|---|
| _____ | 1. civics | a. the organizations, institutions, and individuals who exercise authority as a political unit over a group of people |
| _____ | 2. government | b. the legal process by which an alien may become a citizen |
| _____ | 3. citizen | c. the study of what it means to be an American citizen |
| _____ | 4. democracy | d. government controlled by kings or queens |
| _____ | 5. constitution | e. a written plan of government |
| _____ | 6. monarchy | f. a legally recognized member of a country |
| _____ | 7. immigrant | g. the rights guaranteed to all citizens |
| _____ | 8. naturalization | h. made up of different parts |
| _____ | 9. diverse | i. person born in one country who goes to another country to live |
| _____ | 10. civil rights | j. government in which power is held by the people and exercised either directly or through representation, usually determined by election |

Fill in the Blank: Choose from the following list to complete each of the statements below.

Bicameral	eminent domain	grand jury	suffrage
Draft	due process of law	Parliament	dictatorship
Delegate	census		

1. A _____, a counting of the population, is conducted every ten years to help our government successfully plan for the future needs of our society.
2. Our legislative body is _____, that is made up of two bodies so that all states are treated equally.
3. As one of our civic duties, citizens are called to sit on a _____, to decide if there is enough evidence to go to trial.
4. _____ is the law making body of Great Britain.
5. One way to actively participate in our government is to become an elected _____ or representative and ensure that the voice of the people is heard.
6. In a _____ the government is controlled by one person or a small group of people.
7. The requirement by law for men meeting the qualifications to serve in the military known as the _____ is also a duty of American citizenship.
8. The _____ movement in this country extended voting rights to groups of people who were not included in our Constitution.
9. During a time of war, our government can enforce its right of _____ and seize or take citizens' private property for public use.
10. _____ is the right granted to every American citizen to the just and fair application of the law if accused of a crime.

Here we could elect to have our students select one or two of the following questions to answer, depending upon our audience.

Short Answer: Provide a brief answer for each of the following questions. Remember to use examples to support your answer.

1. You have learned that one of the responsibilities of citizenship is participation in government. Give some examples of how anyone, regardless of age, can take part in their government, at any level.

2. Explain what distinguishes the democratic form of government practiced in the United States of America from a Dictatorship and a Monarchy form of government practiced in other parts of the world. Remember to include in your response wherein the balance of power lies in all three forms of government.

3. We have learned how diversity has contributed to the wealth of our nation during its earliest years of settlement. However, diversity presents great challenges to governments as well. In paragraph format, please explain at least two pros and two cons of having a diverse population today as our government tries to meet the needs of its entire population equally.

Title of Grade Level Instructional Unit: Global Challenges, Cultures and Connections

Specific Topics to be Addressed in Unit: Prejudice, Discrimination and Stereotypes

Length of Instruction: 5-10 Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):**The students will be able to:**

1. Distinguish between prejudice, discrimination and stereotyping, and recognize examples of each
2. Develop an awareness of existing stereotypes and why they are harmful
3. Explore the role our government assumes in ensuring rights for all Americans

CORE CONTENT STANDARDS

6.1.8 A.1-3
6.1.8 A.6
6.1.8 A.8
6.1.8 A.11
6.2.8 E.8
6.2.8 E.12-13

Core Activities:

- Read Chapter 25, Section 2, “Ensuring Rights for All” in American Civics
- Read Chapter 18, “Human Rights” p. 307-310 in We the People: Civics in America

Suggested Extension Activities:

- Use role playing activities that incorporate elements of traditional prejudices and stereotyping
- Discuss current prejudices, discrimination and stereotyping using articles in Legal Eagle and Junior Scholastic, as well as other articles and worksheets
- Examine why people buy into prejudice and stereotypes using videos such as “*War of the Classes*” and “*The Wave*” (can be used with study of the Holocaust instead)
- Assign warm-ups at the beginning of class to review vocabulary and key concepts
- Have students identify examples of prejudice, discrimination and stereotyping in the news and in TV programs and movies

Student Evaluation:

- Follow-up questions and questionnaires
- Journal entries
- Class discussions
- Essays

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. VCR, videos and video guides: “*War Between Classes*”, “*The Wave*”
3. Role-playing props
4. Teacher-generated materials
5. Journal or section of notebook
6. Legal Eagle
7. Junior Scholastics
8. Materials from workshops
9. Current events

Source of Lesson:

1. Videos
2. Textbooks
3. Current Events
4. Teacher-generated
5. Workshops
6. Activity and information sheets

Title of Grade Level Instructional Unit: Global Challenges, Cultures and Connections

Specific Topics to be Addressed in Unit: Terrorism

Length of Instruction: 5 Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Define terrorism and describe its use by various groups
2. Recognize current conflicts that include acts of terror
3. List some of the world's trouble spots and the issues involved
4. Have an understanding of some of the cultural and religious beliefs of groups involved in terrorism.

CORE CONTENT STANDARDS

6.1.8 A.1-2
6.1.8 A.5-6
6.1.8 A.8
6.1.8 A.11
6.2.8 E.1-2
6.2.8 E.4
6.2.8 E.7-9
6.2.8 E.11
6.6.8 A.1
6.6.8 D.7
6.6.8 E.1
6.6.8 E.5

Core Activities:

- Read "Terrorism" p. 304-305 and "Foreign Policy Challenges Today" p. 290-294 in We the People: Civics in America
- Read "September 11: A Changed World" p. 618 and "Fighting Terrorism" p. 619 in American Civics

Suggested Extension Activities:

- Discuss "Understanding Islam, It's Birth and Ascent" p. 10-112 in Junior Scholastic and complete p. 13 "The Islamic World" questions
- Students write journal entry relating to the events of September 11th
- Research a recent act of terrorism, identifying the group(s) involved and tracing the conflict
- View videos such as "*Arabs, Muslims, and Islam*"

Student Evaluation:

- Chapter tests
- Activity Sheets
- Journal entries
- Research results
- Section quizzes
- Class discussions
- Essay responses
- Video guide questionnaire
- Alternate assessments

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. VCR, video and video guide: “*Arabs, Muslims, and Islam*”
3. Text-support materials (tests, quizzes...)
4. Teacher-generated materials
5. Graphic organizers
6. Key terms
7. Internet
8. Teen Newsweek

Source of Lesson:

1. Video
2. Textbooks
3. Current events
4. Teacher-generated materials
5. Workshops

Title of Grade Level Instructional Unit: Global Challenges, Cultures and Connections

Specific Topics to be Addressed in Unit: Black History

Length of Instruction: 5 Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Discuss the impact of stereotyping on relationships, achievement, and life goals.
2. Analyze how prejudice and discrimination may lead to acts of hatred and violence for the purposes of subjugation and exploitation.
3. Discuss how millions of Africans, brought against their will from Central Africa to the Americas, retained their humanity, their families, and their culture during enslavement.
4. Understand the institution of slavery in the United States, resistance to it, and New Jersey's role in the Underground Railroad.
5. Recognize the contributions of many Black Americans.

CORE CONTENT STANDARDS

6.1.8 A.1-2
6.1.8 A.5-6
6.1.8 A.8
6.1.8 A.11
6.2.8 E.12-13

Core Activities:

- Read “Extending Civil Rights” p.72-79 and “Changing Interpretations in Changing Times” p.80-83 in We the People: Civics in America textbook

Suggested Extension Activities:

- Read the story of the experiences of Melba Patillo, and a present day interview
- Using the Internet, read about Amistad
- Read the article “Against Their Will”
- Complete picture quilt of the famous person researched
- View videos such as “*Underground Railroad*”, “*Ruby Bridges*”, “*Color of Friendship*”
- Using the Internet, research the contributions of famous Black Americans

Student Evaluation:

- Research paper
- Teacher-made activity sheets
- Study guides for videos
- Class discussions
- Journal entries
- Picture quilt

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America
2. VCR, videos and video guides: “*Underground Railroad*”, “*Ruby Bridges*”, “*Color of Friendship*”
3. Articles and activity sheets
4. Internet
5. Journal
6. Poster board, markers, glue

Source of Lesson:

1. Teacher generated
2. Civics textbook
3. Current events
4. Internet

Title of Grade Level Instructional Unit: Global Challenges, Cultures and Connections

Specific Topics to be Addressed in Unit: Holocaust

Length of Instruction: 10-15 Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Develop an understanding of key Holocaust terms.
2. Appreciate the importance of studying the Holocaust.
3. Explain how easily Hitler gained control. Analyze the serious consequences of becoming a “follower”/“bystander”.
4. Examine life stories of those involved in the Holocaust.
5. Compare events of the Holocaust to current examples of anti-Semitism.
6. Distinguish the term Holocaust (a particular period of history) from genocide.

CORE CONTENT STANDARDS

6.1.8 A.1-2
6.1.8 A.5
6.1.8 A.8
6.1.8 A.11
6.2.8 E.2
6.2.8 3.12-13

Core Activities:

- View and discuss the video “*We Must Never Forget*”
- Read, watch videos, or attend guest lectures to examine the life stories of those involved in the Holocaust

Suggested Extension Activities:

- View and discuss videos such as “*Writing on the Wall*”, “*Survivors of the Holocaust*”, and “*Holocaust: Liberation of Auschwitz*”
- Complete Internet activity, exploring several sites including the National Holocaust Museum and various concentration camp sites
- View and discuss the video “*The Wave*”
- Present key vocabulary, then read and discuss the article “Understanding the Horror”, Update magazine 4/2/93
- Read and summarize the experiences of a person involved in the Holocaust, then prepare a presentation for the class (a sample source is “Life in the Darkness”, Update magazine 4/2/93)
- Correlate activities with Language Arts curriculum The Diary of Anne Frank

Student Evaluation:

- Video study guides
- Follow-up questions
- Class discussions
- Journal entries
- Posters
- Tests

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. VCR, videos and video guides: “*We Must Never Forget*”, “*Writing on the Wall*”, “*Survivors of the Holocaust*”, and “*Holocaust: Liberation of Auschwitz*”
3. Teacher-generated activity sheets, worksheets and study guides
4. Journal
5. Updates

Source of Lesson:

1. Teacher-generated activities
2. Videos
3. Current Events

Title of Grade Level Instructional Unit: Global Challenges, Cultures and Connections

Specific Topics to be Addressed in Unit: Patriotism – Constitution Day

Length of Instruction: 1-2 Class Periods* Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. The students will become familiar with significant aspects of our living Constitution.

CORE CONTENT STANDARDS

6.1.8 A.1
6.1.8 A.5
6.1.8 A.7-8
6.2.8 C.1
6.2.8 C.4
6.2.8 C.6

* The Byrd Amendment requires that all schools who receive public funds provide Patriotism educational programming on or near Constitution Day, September 17th

Core Activities:

- Introduce the Constitution through the presentation of the document using p. 50-69 in American Civics and p. 334 – 355 in We the People: Civics in America
- Use Internet resources such as the website of the National Constitution Center to examine issues related to the Constitution
- Use current Junior Scholastic articles

Student Evaluation:

- Activity sheets
- Journal questions
- Essay responses

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. Teacher-generated activity sheets
3. Internet
4. Journal

Source of Lesson:

1. Federal legislation
2. Civics textbooks
3. Internet
4. Teacher-Generated

Title of Grade Level Instructional Unit: Global Challenges, Cultures and Connections

Specific Topics to be Addressed in Unit: Patriotism – Veterans Day

Length of Instruction: Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Become familiar with background information on Veterans Day
2. Gain an appreciation for the contributions and sacrifices of our veterans

**CORE CONTENT
STANDARDS**

Core Activities:

- Origins of Veterans’ Day Worksheet – “What is a Vet?”
- Veterans’ Day Vocabulary Sheet

Suggested Extension Activities:

- Guest Speaker
- Article and Discussion – USS New Jersey
- Internet information on USS New Jersey:
 - www.battleship-newjersey.com
- Veterans’ Day Assembly
- Pictures and information from Tomb of Unknown Soldier

Student Evaluation:

- Class discussions

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. Teacher-generated materials
3. Internet

Source of Lesson:

1. Textbooks
2. Current Events
3. Teacher-Generated

Title of Grade Level Instructional Unit: Global Challenges, Cultures and Connections

Specific Topics to be Addressed in Unit: Current Issues

Length of Instruction: Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Develop an awareness of significant events in their community, state, country, and world.

CORE CONTENT STANDARDS

6.1.8 A.1-11
6.2.8 A.1
6.2.8 A.5-6
6.2.8 B.1
6.2.8 B.3
6.2.8 D.1-2
6.2.8 D.4-5
6.2.8 E.1
6.2.8 E.4
6.2.8 e.8

Core Activities:

- Find articles in newspapers to summarize and share with the class.
- View newsworthy TV events such as the State of the Union Address and debates, and analyze some of the issues discussed.
- Use panel discussions and simulations to create awareness of current issues.
- Infuse current events where appropriate in other portions of the Civics curriculum.

Student Evaluation:

- Summaries
- Section quizzes
- Class discussion
- Essay responses
- Journal entries

Materials/Resources Needed:

1. Newspapers
2. TV
3. Internet
4. Teacher-generated materials
5. Journals

Source of Lesson:

1. Current events
2. Teacher-generated activities

Title of Grade Level Instructional Unit: Types of Government

Specific Topics to be Addressed in Unit: Purposes of Government and Comparative Governments

Length of Instruction: 8-12 Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

A. Purposes of Government – The students will be able to:

1. Become familiar with the purposes of government.
2. Develop an understanding of what distinguishes a democracy from other forms of government.
3. Compare and contrast the organization and structure of various forms of government.
4. Become familiar with the history and role of the United Nations.
5. Become aware of the various systems of government throughout the world and the leaders of major countries.
6. Develop an appreciation for the rights they have under the democratic system of government in the United States.

CORE CONTENT STANDARDS

6.1.8 A.1-3
6.1.8 A.5
6.1.8 A.7
6.1.8 A.11
6.2.8 B.1-2
6.2.8 C.1

B. Comparative Governments – The students will be able to:

1. Become familiar with the purposes of government.
2. Develop an understanding of what distinguishes a democracy from other forms of government.
3. Compare and contrast the organization and structure of various forms of government.
4. Become familiar with the history and role of the United Nations.
5. Become aware of the various systems of government throughout the world and the leaders of major countries.
6. Develop an appreciation for the rights they have under the democratic system of government in the United States.

CORE CONTENT STANDARDS

6.1.8 A.1-3
6.1.8 A.5
6.1.8 A.7
6.1.8 A.11
6.2.8 A.1-3
6.2.8 E.5

Core Activities:

- Read Article –“It’s the Law, No Gum Chewing Allowed” and complete worksheet of questions.
- Read “Why Americans Have Government”, Chapter 2 Section 1 p. 25-29 in American Civics text and Section Review p. 29.
- Read the United Nations Chapter 23 Section 3 p. 588-593 in American Civics text.
- Read Government and Society p. 5-7 in We the People: Civics in America text.

Suggested Extension Activities:

- Write a Journal entry of at least three paragraphs telling about three services in your community that you feel are essential and why, and three that you feel can be eliminated and why.
- Video – “*Lion King*” and worksheet
- Video – “*Singapore*”
- Students research a country and compare and contrast its system of government, services, laws, etc., with those in the U.S. They present their findings in the form of a PowerPoint, poster, etc.
- Students find a current events article on the United Nations, summarize and present summary to the class.
- Read Elian Gonzalez case in We the People: Civics in America p. 281. Write three paragraphs in their journal explaining whether they agree or disagree and why.
- Research and report on the specialized agencies within the United Nations.
- United Nations Internet activity
- Video – “*The United Nations at 50*”
- Choose one of the United Nations Millennium goals and create a poster supporting the message.
- Research Secretary General, Kofi Annan, or a former Secretary General (p. 591, American Civics Teacher’s Edition)
- Junior Scholastic, October 17, 2005 – Terms to Know, p. 36, “Sixty Years of the United Nations” p. 6-7, “Who’s Who Among Government Leaders” p. 8-11, “The World in Focus” p. 24-33
- All the World’s Governments, Spotlight on France, Saudi Arabia and Cuba, and worksheet

Student Evaluation:

- PowerPoint
- Research paper
- Tests
- Quizzes
- Internet activities
- Journal entries
- Worksheets
- Class Discussion
- Essay
- Project
- Poster

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. VCR, videos and video guides: “*Lion King*”, “*Singapore*”, “*The United Nations at 50*”
3. Internet
4. Journal
5. Poster board
6. Art Supplies
7. Junior Scholastic magazine

Source of Lesson:

1. Teacher-generated activities
2. Textbooks
3. Current Events
4. Internet

Title of Grade Level Instructional Unit: _____ Types of Government _____

Specific Topics to be Addressed in Unit: _____ Economic Systems _____

Length of Instruction: _____ 8-14 Class Periods _____ Grade Level: _____ 8 _____

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Become familiar with the differences between market, command, and traditional economies.
2. Develop an understanding of the five basic freedoms of the American Economic system.
3. Will be able to explain how the rules of supply and demand can affect price.
4. Distinguish between the four different types of business organizations.
5. Compare and contrast the level of education and how it affects earnings.
6. Identify the four factors of production.
7. Develop an understanding of the techniques of persuasion used in advertising.
8. Become familiar with some of the ways that the United States government regulates business.
9. Become familiar with the education and skills needed for various careers.

CORE CONTENT STANDARDS

6.1.8 A.2-3
6.1.8 A.7
6.1.8 A.11
6.2.8 E.7
6.5.8 A.1-2
6.5.8 A.8
6.5.8 B.5-6

Core Activities:

- Read “The American Economic System” in We the People: Civics in America p 242-253.
- Read hand out “Four Economic Systems” and complete worksheet.
- Use Internet to research two careers and complete Career Information Sheet (www.bls.gov/oco/)
- Read “The Economic System at Work”, Chapter 17 section 1 p. 406-421 in American Civics.
- Chapter 22, “Career Choices” p. 540-569 in American Civics

Suggested Extension Activities:

- Video – Super Bowl Ads and worksheet analyzing ads
- Internet activity with Super Bowl Ads
- Choose a magazine ad and analyze for technique of persuasion, target market, etc., using teacher-made worksheet
- Economics Project – Develop a “product” and create an ad for your product
- Teacher distributes information about employee theft from Teacher’s Edition pg. 446. Students write journal of three paragraphs explaining what they think is appropriate punishment for employees caught stealing from employers.
- Analyzing Primary Sources p. 556 in American Civics, Civil Rights Act of 1964 and questions.
- Civics Skills p. 557 in American Civics, Reading Help Wanted Ads. Extend activity by getting two more Ads from the newspaper and answering the questions for them.
- Worksheets on supply and demand
- Internet activity on money exchange
- Read and complete worksheet “Education Pays!”
- Go over Techniques of Persuasion from handout

Student Evaluation:

- Research paper
- Chapter tests
- Section quizzes
- Internet activities
- Journal
- Worksheets
- Class discussions
- Essay responses
- Project
- Poster

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. Internet
3. Journal
4. Poster board
5. Art supplies
6. VCR, video and worksheet – Super Bowl Ads

Source of Lesson:

1. Teacher-generated activities
2. Textbooks
3. Current Events
4. Internet

Title of Grade Level Instructional Unit: Why & How Government Developed

Specific Topics to be Addressed in Unit: Background to U.S. Government / Road to Revolution

Length of Instruction: Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Develop an awareness of the impact of the Athenian and Roman ideas of government on the colonists.
2. Become familiar with the concepts of government that the colonists borrowed from European writers of the 1600's and 1700's.
3. Understand the reasons why the colonies moved toward independence.
4. Trace the specific events leading to the American Revolution.
5. Analyze the efforts made by the colonies to unite against Great Britain.
6. Become aware of the role New Jersey played in the fight for independence.

CORE CONTENT STANDARDS

6.2.8 B.2
6.3.8 B.2
6.4.8 E.1-3

Core Activities:

- Read Chapter 2, "A New Constitution" p. 41-42, American Civics
- Read Chapter 2, "The Foundation of American Government" p. 16-27, We the People: Civics in America
- The Picture That Produced a Massacre – Illustration by Paul Revere

Suggested Extension Activities:

- Activities in We The People workbook
- Video – "*For the People: A Study of Democracy*" with video guide
- Video – "*Songs of Molasses*" with video guide
- Video – "*Seeds of Liberty*" with video guide
- Video – "*Count Down to Independence*"
- Timeline – Events Leading to the American Revolution
- Video – "*Washington's Crossing*"
- Read play in Junior Scholastic, "John Adams Defends The Redcoats"
- Read play in Junior Scholastic, "Riding for Freedom"
- Political Cartoons
- See attached Video Guide

Student Evaluation:

- Chapter tests
- Section quizzes
- Class discussion
- Worksheets
- Journal entries

Materials/Resources Needed:

1. Textbooks and workbook: We the People: Civics in America, American Civics
2. VCR, videos and worksheets: “*For the People: A Study of Democracy*”, “*Songs of Molasses*”, “*Seeds of Liberty*”, “*Count Down to Independence*”, “*Washington’s Crossing*”
3. Journal book
4. Timeline
5. Junior Scholastic Reproductions: “John Adams Defends the Redcoats”, “Riding for Freedom”
6. Political cartoons

Source of Lesson:

1. Videos
2. Textbooks
3. Teacher-generated activities

Title of Grade Level Instructional Unit: Why & How Government Developed

Specific Topics to be Addressed in Unit: Documents of Democracy – Declaration of Independence

Length of Instruction: Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Explain the purpose and significance of the Declaration of Independence.
2. Understand how the writers of the Declaration Independence were influenced by European writers of the 1600's and 1700's.
3. Describe what political traditions and principles influenced the colonists' ideas about government.
4. Explain the concept of natural rights and government by the people and their significance to American government.
5. Understand the importance of the ideas within the Declaration of Independence and its influence on the creation of the Constitution of the United States.

CORE CONTENT STANDARDS

6.4.8 E.1-3

Core Activities:

- Read Chapter 2, "Step Toward Independence" p. 25-27 We the People: Civics in America
- Read Chapter 2, Section 2, "The First U.S. Government" p. 30-32, "The Declaration of Independence" p. 36-39 American Civics

Suggested Extension Activities:

- "Who Were The Signers" Internet activity
- Students read – "The Price They Paid"
- Research report on one of the signers of the Declaration of Independence
- Video – "*Declaration of Independence*"
- Complete journal entry explaining why declaring independence was justified or not
- Video – "1776"
- Write a Declaration of Grievances for RMT
- Poster – illustrate the sections of the Declaration of Independence
- Symbols of Freedom Project: research symbols and traditions of American freedom; examples: Liberty Bell, Independence Day, Statute of Liberty, Declaration of Independence, Vietnam Memorial, Memorial Day, Great Seal, etc. – present in the form of a poster or PowerPoint
- Patriotic Poem Project – create a poem (haiku, cinquain, etc.) using vocabulary words of American freedom.
- See attached Video Guide

Student Evaluation:

- Journal entries
- Worksheets
- Class discussions
- Essays
- Projects
- Internet activities
- Chapter tests
- Section quizzes
- Research paper
- PowerPoint presentation

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. Teacher-generated study guides and worksheets
3. VCR and videos: “1776”, “*Declaration of Independence*”
3. Internet activities
4. Journal book
5. Poster board
6. Art supplies

Source of Lesson:

1. Textbooks
2. Videos
3. Teacher-generated activities
4. Internet

Title of Grade Level Instructional Unit: Why & How Government Developed

Specific Topics to be Addressed in Unit: Documents of Democracy – The Constitution

Length of Instruction: Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Analyze the strengths and weaknesses of the Articles of Confederation
2. Discuss why changes in the Articles of Confederation were needed
3. Summarize the events that led to the creation of a permanent national government as outlined in the U.S. Constitution
4. Explain how the U.S. government became stronger under the Constitution
5. Identify the major issues addressed at the Constitutional Convention
6. Understand the importance of the role of compromise in creating the Constitution
7. Examine the views of the Federalists and Anti-Federalists and how they resolved their differences
8. Understand what principles of government were incorporated into the Constitution
9. Develop an understanding of how the Founding Fathers structured the Constitution
10. Become familiar with the goals of the U.S. Constitutions as outlined in the Preamble
11. Explain how the principles of the Constitution affect the daily life of U.S. citizens
12. Become aware of how the framers of the Constitution created a “living document” and the process of amending it
13. Analyze how the flexibility of the Constitution has benefited the United States
14. Describe how amendments to the Constitution are proposed and passed
15. Explain why the Constitution established the powers of the federal and state government
16. Identify powers of the federal government
17. Analyze why the Constitution provides for separation of powers
18. Identify the three branches of government and the main responsibilities of each
19. Explain how the system of checks and balances works

CORE CONTENT STANDARDS

6.2.8 C.1-2
6.2.8 C.4
6.2.8 C.6
6.2.8 D.3
6.4.8 E.5

Core Activities:

- Read Chapter 2, Section 2, “The First U.S. Government” p. 32-35 in American Civics
- Read Chapter 2, p. 29-30, “The Nation’s Early Governments in and Chapter 3, p. 33-50, “The Constitution” in We the People: Civics in America
- Read Chapter 2, Section 3, p. 40-69, ”A New Constitution” and Chapter 3, “The U.S. Constitution” p. 70-87 in American Civics
- Complete Venn diagram of Federal and State Powers

Suggested Extension Activities:

- Chart: Compare and contrast the Articles of Confederation and the U.S. Constitution
- Read in Junior Scholastic, “Shay’s Rebellion”
- Constitution Internet activity
- Constitution Scavenger Hunt
- Read Scholastic Search play, “Live from Philadelphia: It’s the Constitution Convention”
- Video – “*The Constitution*”
- Discuss or research current events dealing with Constitutional issues
- Write a classroom constitution
- See attached Video Guide

Student Evaluation:

- Chapter tests
- Section quizzes
- Internet activities
- Scavenger hunts
- Journal entries
- Worksheets
- Class discussion
- Video questions
- Project

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. Internet
3. Journal
4. VCR, video and video guide: “*The Constitution*”
5. Teacher-generated materials
6. Poster board
7. Art supplies

Source of Lesson:

1. Textbooks
2. Video
3. Current Events
4. Internet

Title of Grade Level Instructional Unit: Why & How Government Developed

Specific Topics to be Addressed in Unit: Documents of Democracy – The Bill of Rights

Length of Instruction: Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Explain why the Bill of Rights was added to the Constitution.
2. Develop a better understanding of the rights and freedoms protected by the Bill of Rights.
3. Understand that American citizens have rights that are not specifically listed in the Bill of Rights.
4. Be aware of issues addressed in Supreme Court cases that interpret the rights given by the United States Constitution, such as *Miranda v. Arizona*.
5. Examine the controversy surrounding the meaning of certain amendments such as Amendment 2 and Amendment 8.

CORE CONTENT STANDARDS

6.2.8 C.6
6.2.8 D.6

Core Activities:

- Video – “*United States Bill of Rights and Constitutional Amendments*”
- Read Chapter 4, “Rights and Responsibilities”, p. 88-95 in American Civics
- Read Chapter 4, “Bill of Rights”, p. 51-68 We the People: Civics in America

Suggested Extension Activities:

- Poster/Mobile on one of the Bill of Rights amendments
- Bill of Rights Scavenger Hunt
- Persuasive Essay on the Death Penalty (8th) or Gun Control (2nd)
- Video – “*Twelve Angry Men*” with persuasive essay
- Video – “*You, The Jury*”
- Journal writing about current constitutional rights issues such as the Patriot Act
- Resource/Guest Speaker – lawyer, judge, police officer, juvenile justice worker
- Laser Disc – “*The Bill of Rights*”
- Create petitions to exercise a voice in government
- Reading and Activities from Legal Eagle
- Mock Jury Trial
- See attached Video Guide

Student Evaluation:

- Chapter tests
- Section quizzes
- Class discussion
- Essay responses
- Projects
- Internet activities
- Journal entries
- Worksheets
- Group activity

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. Internet
3. Journal book
4. Poster board
5. Art supplies
6. Laser Disc player, VCR and videos: “*United States Bill of Rights and Constitutional Amendments*”, “*Twelve Angry Men*”, “*You, the Jury*”, “*The Bill of Rights*”

Source of Lesson:

1. Videos
2. Textbooks
3. Internet
4. Teacher-generated activities

Title of Grade Level Instructional Unit: The Structure of the U.S. Government

Specific Topics to be Addressed in Unit: Branches of Government – Legislative Branch

Length of Instruction: 5 Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Explain the primary function of Congress.
2. Explain the two houses of Congress.
3. Identify how many members are in the House and Senate, the requirements for the members, and explain the term length for each position.
4. Distinguish between delegated and implied powers of Congress.
5. Explain how a bill becomes a law.

CORE CONTENT STANDARDS

6.2.8 C.1-2
6.2.8 C.4
6.2.8 E.3
6.5.8 A.9
6.5.8 B.2

Core Activities:

- Read Chapter 5 p. 112-139 in American Civics
- Read Chapter 6 p. 87-102 in We the People: Civics in America

Suggested Extension Activities:

- Research members of the two houses, choose one Congressman and create a campaign brochure for that person
- Video #974 (28 minutes) “*Our Federal Government: The Legislative Branch*”
- Use the Internet to research a New Jersey Congressman
- Illustrate how a bill becomes a law
- See attached Video Guide

Student Evaluation:

- Chapter quizzes
- Chapter tests
- Essays
- Study guides

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. Teacher-generated study guides and worksheets
3. VCR and video: “*Our Federal Government: The Legislative Branch*”
3. Internet

Source of Lesson:

1. Textbooks
2. Videos
3. Supplemental materials
4. Internet

**THE STRUCTURE OF THE U.S. GOVERNMENT
BRANCHES OF GOVERNMENT
LEGISLATIVE BRANCH**

TEST

1. What is the primary function of Congress?
To write federal laws
2. What are the two houses of Congress?
The Senate & The House of Representatives
3. How many members are in The House of Representatives?
435 plus 5 delegates
4. How many members are in The Senate?
100
5. How long is the term for a member of The House of Representatives?
2 years
6. How long is the term for a member of The Senate?
6 years
7. What are the qualifications for a member of The House of Representatives?
Must be at least 25 years old, a citizen of the U.S. for at least seven years, and a resident of the state they represent
8. What are the qualifications for a member of The Senate?
Must be at least 30 years old, must be a U.S. citizen for at least nine years, and must be a resident of the state they represent
9. Give one example of a delegated power Congress has.
Collect taxes, print and coin money, regulate interstate and foreign trade, borrow money, declare war and make peace, raise armed forces for defense, admit new states to the Union, govern the District of Columbia and the nation's territories, establish a national court system, establish post offices and roads, make laws on immigration and naturalization, and grant patents and copyrights
10. Give one example of an implied power Congress has.
Make all laws necessary and proper to carry out delegated powers, and provide for the general welfare of the United States

Title of Grade Level Instructional Unit: The Structure of the U.S. Government

Specific Topics to be Addressed in Unit: Branches of Government – Executive Branch

Length of Instruction: 5 Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Explain what powers the President has.
2. Explain how the executive branch is organized (departments and agencies).
3. Identify the qualifications and terms of office for the presidency.
4. Describe the duties of and terms of office for the Vice President.
5. Explain the order of presidential succession.
6. Identify the roles/jobs of the President.

CORE CONTENT STANDARDS

6.2.8 C.1-2
6.2.8 C.4
6.2.8 E.3
6.5.8 A.9
6.5.8 B.2

Core Activities:

- Read Chapter 6 p. 142-165 in Americans Civics
- Read Chapter 7 p. 103-121 in We the People: Civics in America

Suggested Extension Activities:

- Presidential posters
- Research the roles of the President
- See attached Video Guide

Student Evaluation:

- Chapter quizzes
- Chapter tests
- Essays
- Charts
- Study guides

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. Teacher-generated study guides and worksheets
3. VCR and videos

Source of Lesson:

1. Textbooks
2. Supplemental materials

**THE STRUCTURE OF THE U.S. GOVERNMENT
BRANCHES OF GOVERNMENT
EXECUTIVE BRANCH**

TEST

1. What powers does the President have?
Veto or reject bills passed by Congress, command the military forces of the country, make treaties, grant pardons, enforce the laws, and appoint certain officials
2. How is the executive branch organized?
Executive Departments, Cabinet, The President/The Vice President, and Major Independent Agencies and Commissions
3. What are the qualifications that the President must meet?
Must be a native-born citizen, must be at least 35 years old, must have been a resident of the United States for at least 14 years
4. How long is the term for presidency?
4 years
5. How many terms may a President serve for?
2 terms or 10 years
6. What are the two main duties of the Vice President?
Replace the President if he dies or becomes disabled and preside, or officiate, over the Senate. The Vice President does not vote in the Senate unless there is a tie vote
7. What are the qualifications for vice President?
The same as those for the President
8. How many terms may a Vice President serve for?
Same as President
9. What is the presidential succession?
The Vice President, The Speaker of the House of Representatives, The President pro tempore of the Senate, The Secretary of State, The rest of the Cabinet members (in the order in which their cabinet posts were created)

Title of Grade Level Instructional Unit: The Structure of the U.S. Government

Specific Topics to be Addressed in Unit: Branches of Government – Judicial Branch

Length of Instruction: 5 Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Describe how the Supreme Court protects the Constitution.
2. Briefly describe how Supreme Court rulings affect the daily lives of Americans.
3. Explain how justices get appointed to the Supreme Court and tell how long they serve.

CORE CONTENT STANDARDS

6.2.8 C.1-2
6.2.8 C.4
6.2.8 E.3
6.5.8 A.9
6.5.8 B.2

Core Activities:

- Read Chapter 7 pages 168-191 in Americans Civics textbook.
- Read Chapter 8 pages 122-139 in We the People: Civics in America textbook.

Suggested Extension Activities:

- Research key Supreme Court cases
- See attached Video Guide

Student Evaluation:

- Chapter quizzes
- Chapter tests
- Essays
- Charts
- Study guides

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. Teacher-generated study guides and worksheets
3. VCR and videos
3. Teacher-created study guides
4. Teacher-created worksheets

Source of Lesson:

1. Textbooks
2. Videos
3. Teacher-generated materials

**THE STRUCTURE OF THE U.S. GOVERNMENT
BRANCHES OF GOVERNMENT
JUDICIAL BRANCH**

TEST

1. What are the four principal types of law that must follow the principles set forth in the Constitution?
Statutory law, Common law, Administrative law, and Constitutional law
2. How does the Supreme Court protect the U.S. Constitution?
The Supreme Court is designed to ensure equal justice under the law for all Americans and is the guardian and interpreter of the Constitution
3. How are federal courts classified?
Federal courts are classified according to their jurisdiction. The lower courts are trial courts which have original jurisdiction and have the authority to be the first courts in which most federal cases are heard. Above trial courts are courts that have appellate jurisdiction. These courts review decisions made by lower courts.
4. How do justices get appointed to the Supreme Court?
The justices are appointed by the President and the Senate must approve their appointments by a majority vote.
5. How long does a Supreme Court Justice serve for?
Justices are appointed for life and can be forcibly removed from office only by the impeachment process

Title of Grade Level Instructional Unit: The Structure of the U. S. Government

Specific Topics to be Addressed in Unit: State and Local Government – State Government

Length of Instruction: 5 Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Explain the division of powers between the federal, state, and local governments.
2. Explain the purpose of a State Constitution.
3. Describe the qualifications and terms of a state senator and assembly person.
4. Explain how a bill becomes a state law.
5. Explain the main job of a Governor.
6. Describe the qualifications and terms for a Governor.

CORE CONTENT STANDARDS

6.2.8 A.4-6
6.2.8 C.2
6.2.8 C.5
6.5.8 A.9
6.5.8 B.2

Core Activities:

- Read Chapter 8 p. 196-221 in Americans Civics
- Read Chapter 9 p. 140-157 in We the People: Civics in America

Suggested Extension Activities:

- Arrange guest speakers (state senators, assemblyman, etc...)
- Arrange a field trip to Trenton (state capital)
- See attached Video Guide

Student Evaluation:

- Chapter quizzes
- Chapter tests
- Essays
- Charts
- Study guides

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. Teacher-generated study guides and worksheets
3. VCR and videos

Source of Lesson:

1. Textbooks
2. Videos
3. Supplemental materials

THE STRUCTURE OF THE U.S. GOVERNMENT

STATE AND LOCAL GOVERNMENT

STATE GOVERNMENT

TEST

1. What are the four major powers of the federal government?
Foreign Relations, National Defense, Interstate and Foreign Trade, and the Money System
2. What are the six major powers of state governments?
Election Oversight, Education, Police Protection, Public Building Programs, Health and Safety, and Highways
3. What are the eight major powers of local governments?
Schools and libraries, Police Protection, Fire Protection, Zoning and Building Codes, Parks and Playgrounds, Sewage Systems, Public Utilities, and Streets and Traffic
4. What is the purpose of a State Constitution?
To state the rules that direct how the state government will be organized and how it will carry out its work
5. What are the qualifications in most states to be a Senator?
Must live in the district that they represent, must be at least 25 years old
6. How long are most State Senators elected for?
4 years
7. How does a bill become a State law?
Bill is introduced, the bill is sent to Committee, the bill reaches the floor, the bill is sent to the second house, the bill is sent to a Joint-Conference Committee, the bill is sent to the Governor
8. What is the primary function of a Governor?
To carry out the laws
9. What are the qualifications in most states to be a Governor?
Must be a US citizen and have lived in the state for a certain number of years, must be at least 30 years old
10. How long are most Governors elected for?
4 years
11. What is the difference between a criminal case and a civil case?
Criminal cases deal with violations of the law and involve acts that harm individuals or the community as a whole where Civil cases deal with disputes between individuals or businesses and usually focus on property or money

Title of Grade Level Instructional Unit: The Structure of the U.S. Government

Specific Topics to be Addressed in Unit: State and Local Government – Local Government

Length of Instruction: 5 Class Periods Grade Level: 8

Student Learning Objectives (Concepts/Skills/Attitudes):

The students will be able to:

1. Explain where local governments are established and where they receive their powers.
2. Explain the main job of local governments.
3. Explain how local governments operate at different levels.

CORE CONTENT STANDARDS

6.2.8 A.4-6
6.2.8 C.2
6.2.8 C.5
6.5.8 A.9
6.5.8 B.2

Core Activities:

- Read Chapter 9 p. 222-247 in Americans Civics
- Read Chapter 10 p. 158-173 in We the People: Civics in America

Suggested Extension Activities:

- Research and identify local offices in the local telephone book
- Arrange guest speakers (local town officials, etc...)
- See attached video guide

Student Evaluation:

- Chapter quizzes
- Chapter tests
- Essays
- Charts
- Study guides

Materials/Resources Needed:

1. Textbooks: We the People: Civics in America, American Civics
2. Teacher-generated study guides and worksheets
3. VCR and videos

Source of Lesson:

1. Textbooks
2. Videos
3. Teacher-generated activities

**THE STRUCTURE OF THE U.S. GOVERNMENT
STATE AND LOCAL GOVERNMENT
LOCAL GOVERNMENT**

TEST

1. How are local governments established and where do they receive their powers from?
Local governments are established and receive their powers from the state governments
2. What is the main job for local governments?
To provide services for citizens
3. What are the levels of local governments?
City governments, county governments, town/township/and village governments, and special districts

THE STRUCTURE OF THE U.S. GOVERNMENT ELECTION PROCESS

TEST

1. When are congressional and presidential elections held?
The first Tuesday after the first Monday in November
2. What are the two ways a citizen can vote? Explain.
Citizens can vote through secret ballot at their polling place in a voting booth or through absentee ballot where voters can use a ballot sent by mail and it must be received by the close of the polls on Election Day
3. How is the Electoral College chosen?
The Electoral College is designed from representatives from each state called electors.
4. Explain how states determine how many electors they have in the Electoral College.
Each state is allowed a number of electors equal to the number of its U.S. senators plus the number of its U.S. representatives.
5. What are the three voting requirements?
Must be an American citizen, must be at least 18 years old, and must be a resident of the state in which you vote
6. How can a person become a candidate for political office?
Self-nomination, Caucus, write-in, Nominating petition, or convention
7. What is the two-party system in the United States?
Democratic and Republican

VIDEO GUIDE

I. Foundations of Citizenship

A. Introduction to Civics

1. Citizenship

#1052 “Who is an American?” 30 minutes

2. American Values and Principles

#449 “Acting on Your Values” 30 minutes

3. Immigration

#657 “Immigration: Triumph of Hope” 29 minutes

#618 “Triangle Shirt Waist Factory Fire” 120 minutes

#159 “Ellis Island” 30 minutes

#669 “Immigration Experience” 30 minutes

#407 “Girl Who Spelled Freedom” 90 minutes

#646 “American Tale” 81 minutes

#669 “Immigrant Experience: The Long, Long Journey” 30 minutes

II. Global Challenges, Cultures, and Connections

A. Prejudice, Discrimination and Stereotypes

- #2024 “Color of Friendship” 83 minutes

- #274 “War Between Classes” 60 minutes

- #691 “We Are the Weird” 30 minutes

- #2235 “Remember the Titans” 114 minutes

B. Terrorism

“Inside 9/11: Zero Hour” 60 minutes

C. Black History

#1099 “Underground Railroad” 60 minutes

#1003 “Ruby Bridges” 120 minutes

- #1021 “ML King and Civil Rights” 18 minutes

#1121 “Touched By An Angel: Rosa Parks” 60 minutes

#997 “Steal Away: Story of Harriet Tubman” 28 minutes

#687 “Freedom Station” 30 minutes

#777 “African Americans” 30 minutes

#671 “Tuskegee Airman” 180 minutes

D. Holocaust

#72 “The Wave” 60 minutes

#722 “Writing On The Wall” 60 minutes

- #886 “Children Remember the Holocaust” 60 minutes

	#938	“Heil Hitler”	30 minutes
-	#1188	“Holocaust: In Memory of Millions”	60 minutes
	#689	“Holocaust: Liberation of Auschwitz”	19 minutes
	#1085	“Miracle at Midnight”	90 minutes
	#2011	“We Must Never Forget”	35 minutes
	#820	“Liberation”	60 minutes
	#2322	“Devils Arithmetic”	120 minutes
E. Patriotism			
1. Constitution Day			
	#2181	“The Birth of the Constitution”	24 minutes
2. Veterans Day			
F. Current Issues			
III. Types of Government			
A. Purposes for Governments			
	#864	“The United Nations at 50”	20 minutes
B. Comparative Governments			
1. Democracy			
	#711	“For the People: A Study of Democracy”	19 minutes
	#1032	“Democracy and Citizenship: The 250 th Celebration of Thomas Jefferson’s Birthday”	30 minutes
2. Monarchy			
	#2114	“Lion King”	88 minutes
3. Dictatorship			
C. Economic Systems			
-	#2187	“Money Rock”	30 minutes
-	#2156	“Why You Buy: 21 st Century Advertising”	27 minutes
	#926	“Danger: Kids at Work”	60 minutes
IV. Why & How Government Developed			
A. Background to U.S. Government/Road to Revolution			
	#300	“Colonial America: The Beginning”	60 minutes
-	#623	“History Rock”	30 minutes
-	#972	“Seeds of Liberty”	22 minutes
	-#298	“Songs of Molasses”	22 minutes
	#1059	“Johnny Tremain”	80 minutes
	#418	“Charlie Brown-Mayflower Pilgrims”	30 minutes
B. Documents of Democracy			
1. Declaration of Independence			

	#980	“Countdown to Independence”	22 minutes
	#2221	“Declaration of Independence”	50 minutes
-	#DVD F NAT	“National Treasure”	132 minutes
2.	The Constitution		
	#1185	“Washington, DC: A Capital Adventure”	52 minutes
	#2192	“United States Constitution”	50 minutes
	#2181	“The Birth of the Constitution”	24 minutes
3.	The Bill of Rights		
	#2193	“United States Bill of Rights and Constitutional Amendments”	50 minutes
	#1021	“Bill of Rights”	18 minutes
	#623	“History Rock” (Bill of Rights Section)	6 minutes
V.	The Structure of the U.S. Government		
A.	Branches of Government		
1.	Legislative Branch		
	#12	“History & Function of Congress”	20 minutes
	#974	“Our Federal Government: Legislative Branch”	28 minutes
	#2195	“Understanding Government: The Legislative Branch”	50 minutes
2.	Executive Branch		
	#2194	“Understanding Government: The Executive Branch”	50 minutes
	#443	“Executive Branch”	25 minutes
3.	Judicial Branch		
	#367	“The Supreme Court: Guardian of the Constitution”	30 minutes
	#1175	“Our Federal Government: The Supreme Court”	26 minutes
	#2196	“Understanding Government: The Judicial Branch”	50 minutes
	#294	“Gideon’s Trumpet”	105 minutes
	#1181	“Twelve Angry Men”	90 minutes
B.	State and Local Government		
1.	State Government		
2.	Local Government		
C.	Election Process		
	#2219	“Race to the White House: Elections”	40 minutes
	#34	“Hail to the Chief: Electing a President”	
	(The Process)	24 minutes	
	#34	“Hail to the Chief: Electing A President”	
	(Electoral College)		14 minutes

Spotlights:

A. Native Americans			
-	#783	“I Will Fight No More Forever”	109 minutes
-	#2115	“Pocahontas”	
B. Women’s History			
-	#2148	“Mulan”	
	#932	“Women’s History”	20 minutes