

## 7th Grade Social Studies Curriculum

Cliffside Park High School

September 2019

**GRADE:** Social Studies --7th Grade

<b>Unit Name:</b> Americans, Citizenship, and Governments
<b>Duration:</b> 3-4 weeks
<b>Enduring Understanding:</b> <ul style="list-style-type: none"><li>● Cultures are held together by shared beliefs and common practices and values.</li></ul>
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>● What are the characteristics that make up a culture?</li><li>● What is a citizen?</li><li>● Why do people create, structure, and change governments?</li></ul>
<b>Topics and Skills Covered:</b> <ul style="list-style-type: none"><li>● Students will know...<ul style="list-style-type: none"><li>○ the purpose of government and the various types of government.</li><li>○ the diversity of Americans and what they value.</li><li>○ the duties and responsibilities of citizens.</li></ul></li><li>● Students will be able to:<ul style="list-style-type: none"><li>○ identify countries from which immigrants have come to the United States.</li></ul></li></ul>

- describe the relationship between American values and American institutions.
- analyze a primary source document from an American immigrant.
- describe who is a citizen.
- define civics and explain the importance of its study.
- identify and explain the steps in the naturalization process.
- explain how citizenship can be revoked.
- compare and contrast the rights of legal aliens with the rights of citizens.
- discuss their views on immigration and citizenship in a short essay.
- identify and describe the duties and responsibilities of Americans.
- describe the value of volunteering.
- identify places and ways to volunteer in their own communities.
- describe what governments do and why they are necessary.
- identify, compare, and contrast the various forms of democratic and authoritarian governments.
- share opinions about authoritarian government in writing.

### **Assessments:**

#### **Formative:**

- Responses to Interactive Whiteboard Activities
- What Do You Know? Activity
- Analyzing Images
- Class discussion about Americans, citizenship, and governments
- Lesson Reviews
- Online Self-Check Quizzes

#### **Summative:**

- Chapter Assessment and Activities
- Project-Based Learning Hands-On Chapter Project: Citizenship and the Immigrant Experience

- Students will interview people about citizenship and the immigrant experience and then create multimedia presentations to display their findings. Students will work in cooperative groups to write interview questions and interview someone about experiences related to immigration and citizenship. They will use their findings to create presentations, including slide shows, skits, or audio or video recordings, to share with the class.

**Benchmarks:**

- Benchmark exam administered by all 7th grade teachers upon completion of unit

**Alternative:**

- Making Presentations: Invite students to work in pairs to research the history of a particular immigrant group in the United States and create a presentation about their findings. Examples of groups include immigrants from Northern and Western Europe, Eastern and Southern Europe, Asia, Africa, and Latin America. Encourage students to use a map in their presentation and to focus on information about where the immigrants settled, the time periods when immigration by the group was most active, the conditions in their homeland that led to the desire to immigrate, and any other pertinent information.
- Creating Timelines: Challenge students to create a timeline about the history of citizenship in the United States. Students will conduct research to find out how citizenship has been defined at different times in U.S. history and how that definition has changed. The timeline will identify key dates in the history of the nation's expanding democracy, along with a brief description of what caused the change.
- Debating: Draft or Volunteer Direct pairs of students to debate the following topic: Should our nation's defense forces be filled through a draft that requires military service, or should we rely on volunteers to meet our needs? One student will defend the draft and one will defend the use of a volunteer military. Students should be encouraged to research the history of both methods as well as arguments for and against each position. Students will present their debate to the class, with each student getting 2 minutes to present his or her argument.

- **Research:** Invite students to work individually to research and report to the class on an infamous authoritarian ruler or regime from recent times—for example, Adolf Hitler, Joseph Stalin, Mao Zedong, or Kim Jong Il or Kim Jong Un. Students will prepare a biographical report that focuses on the methods and effects of totalitarian rule under the figure they choose to research.

### **Resources:**

#### **Textbook:**

- Building Citizenship: Civics & Responsibility, McGraw Hill Education

#### **Primary and Secondary**

- Primary sources: Declaration of Independence, the US Constitution (Preamble), The Immigrant Experience by Rose Cohen, Selections from the 1857 Dred Scott v. Sandford Supreme Court decision
- Secondary sources: Selections from Barracoon by Zora Neal Hurston - <https://www.tolerance.org/classroom-resources/texts/barracoon>

#### **Suggested Reading**

- Generation Fix: Young Ideas for a Better World, by Elizabeth Rusch (Grade 6 reading level)
- We Are Americans: Voice of the Immigrant Experience, by Dorothy Hoobler and Thomas Hoobler (Grade 7 reading level)
- Bound for America: The Story of the European Immigrants, by Milton Meltzer (Grade 8 reading level)

## **Relevant Standards:**

### **NJSLS--Social Studies**

- 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- 6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
- 6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
- 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

### **English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

**Vocabulary:** immigrant, ethnic group, values, institution, popular sovereignty, citizen, civics, citizenship, government, naturalization, alien, refugee, responsibility, duty, tolerance, welfare, volunteerism, public policy, representative democracy, constitutional monarchy, majority rule, authoritarian regime.

**Interdisciplinary Activities and Connections:**

- Work collaboratively with the ELA department on primary and secondary source readings.
- Write a narrative describing a freedom that we have in America that they value greatly.
- Examine a piece of art created by an Immigrant that speaks to their experience.
- Write a persuasive essay directed to middle school students regarding the importance of volunteering to our society.

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students to research an immigrant author</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for peer to peer collaboration within the classroom</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Use information from the WIDA testing to help facilitate individualized</li> </ul>	<ul style="list-style-type: none"> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

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|  | <p>assessments for ELL students</p> <ul style="list-style-type: none"><li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li><li>● Student may create a Google Slide presentation and explain information in their native language</li></ul> |  |
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**GRADE:** Social Studies --7th Grade

**Unit Name:** The American Colonies and Their Government

**Duration:** 3-4 weeks

**Enduring Understanding:**

- People establish governments to create order, provide security, and accomplish common goals.

**Essential Questions:**

- How does geography influence the development of communities?
- Why do people create, structure, and change governments?

**Topics and Skills Covered:**

- Students will know:

- what ideas influenced early colonial governments and how they developed.
- that discontent grew between the colonists and the British government and led to the writing of the Declaration of Independence.
- Students will be able to:
  - paraphrase primary sources, including excerpts from the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
  - determine cause and effect of influences on colonial governments.
  - organize information about the founding of the American colonies in a chart.
  - analyze a historical map to determine colonial economic activity and its tie to geography.
  - analyze a historical map to determine how distance affected governing in the 1700s.
  - complete a timeline of events leading to colonial revolution.
  - understand cumulative patterns of events that led colonists to write the Declaration of Independence.
  - analyze primary sources, including Common Sense and the Declaration of Independence.

### **Assessments:**

#### **Formative:**

- Responses to Interactive Whiteboard Activities
- What Do You Know? Activity
- Primary Source Activity: Documents That Founded a Nation
- Timeline on events leading up to the American Revolution
- Primary Source Worksheet: "Tis Time to Part"
- Analyzing Images
- Class discussion about the American colonies
- Lesson Reviews
- Online Self-Check Quizzes

#### **Summative:**

- Chapter Assessment and Activities
- Project-Based Learning Hands-On Chapter Project: Patriot and Loyalist Debate Students hold a panel debate on whether or not the British colonies should declare independence.



- Students will take the side of either the Patriots or the Loyalists and research the reasons that colonists held different views on independence.
- Then they will take notes on worksheets and make props, such as posters or buttons, to support their side.
- The class will hold a debate in which they express their points of view and ask one another questions about the topic.

**Benchmarks:**

- Benchmark exam administered by all 7th grade teachers upon completion of unit

**Alternative:**

- Writing a Dialogue: Tell students that many of the rights affirmed by supporters of democracy and representative government and codified in the English Bill of Rights support an idea known as the rule of law. In describing his ideal of government, one governed by the rule of law, John Adams coined the phrase “a government of laws, not [individuals].” Adams was an individual person, as were all the members of the Continental Congresses, the writers of the Constitution, and all the officers of the U.S. government. What does it mean to say that we should be governed by laws and not individuals, when it is individuals who make and carry out the laws? Have students compose a dialogue in which one character tries to explain the idea of the rule of law to another.
- Research: Have students conduct research on a U.S. city to find out how geographic factors influenced its location and its growth in the colonial era (1607–1776). Have them create a digital presentation including visuals. They should also include a complete list of proper citations for all of their sources.
- Debating: Many colonists refused to obey the intrusive and oppressive laws that the British imposed on the colonies. Their boycotts of British-controlled goods and their blatant smuggling operations amounted to civil disobedience, the refusal to obey a law that one believes is wrong. Civil disobedience is starkly opposed by legalism, the belief that breaking the law is never justified. Ask students whether they believe in legalism, in civil disobedience, or in some combination of the two? Then ask them to consider in what circumstances civil disobedience might be justified. Have students address this question in a debate titled: “Resolved: Civil disobedience is never justifiable.”

**Resources:****Textbook:**

- Building Citizenship: Civics & Responsibility, McGraw Hill Education

**Primary and Secondary**

- Primary sources: Declaration of Independence, the US Constitution (Preamble), Magna Carta, Common Sense by Thomas Paine

**Suggested Reading**

- The Signers: The 56 Stories Behind the Declaration of Independence, by Dennis Brindell Fradin (Grade 6 reading level)
- A Journey to the New World: The Diary of Remember Patience Whipple, Mayflower, 1620, by Kathryn Lasky (Grade 7 reading level)
- John Winthrop, Oliver Cromwell, and the Land of Promise, by Marc Aronson (Grade 8 reading level)

**Relevant Standards:****NJSLS--Social Studies**

- 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. 6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

**English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

**Vocabulary:** democracy, direct democracy, representative democracy, republic, limited government, legislature, social contract, natural right, indentured servant, dissenter, economy, cash crop, plantation, liberty, proclamation, boycott, repeal, duty, smuggling, delegate

**Interdisciplinary Activities and Connections:**

- Work collaboratively with the ELA department on primary and secondary source readings and writing assignments.
- Create a spreadsheet containing population statistics throughout our country's history. Calculate the percent increase over each decade.

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students time to complete alternative assignments</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for peer to peer collaboration within the classroom</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>● Student may create a Google Slide presentation and explain</li> </ul>	<ul style="list-style-type: none"> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

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**GRADE: Social Studies --7th Grade**

**Unit Name: The Constitution**

**Duration: 3-4 weeks**

**Enduring Understanding:**

- People establish governments to create order, provide security, and accomplish common goals.
- Citizens take action to solve problems.

**Essential Questions:**

- Why do people create, structure, and change governments?
- How do societies balance individual and community rights?
- How does social change influence government?

**Topics and Skills Covered:**

- Students will know:
  - how weaknesses of the Articles of Confederation led to the formation of a new plan of federal government, the Constitution.
  - how the Constitution limits the powers of government.
  - how the federal government is organized.
  - how the amendment process works.
  - what the principles of government as established by the Constitution are.
  - how power is shared under federalism.

- Students will be able to:
  - work in groups to organize problems and solutions of the governmental structure that is provided by the Articles of Confederation.
  - use a diagram to analyze how elements of the Virginia Plan and the New Jersey Plan were combined to form the Great Compromise.
  - debate viewpoints of Federalists and Anti-Federalists.
  - paraphrase the Preamble of the U.S. Constitution.
  - use an outline to organize the purpose of each of the articles within the Constitution.
  - determine how the Constitution solved problems created by the Articles of Confederation.
  - organize information about the principles of government.
  - analyze a Venn diagram of federal and state powers.
  - write a paragraph about the importance of one principle of government.

### **Assessments:**

#### **Formative:**

- Responses to Interactive Whiteboard Activities
- What Do You Know? Activity
- Primary Source Activity: Preamble of the U.S. Constitution
- 21st Century Skills Worksheet: Information Literacy—Using a Chart to Analyze Data, Five Principles of Government
- Analyzing Images
- Class discussion about the Constitution
- Lesson Reviews
- Online Self-Check Quizzes

#### **Summative:**

- Chapter Assessment and Activities
- Project-Based Learning Hands-On Chapter Project: Journal About the Changing Government
  - Students will write journal entries to show how individuals were affected by the Articles of Confederation, the Constitutional Convention, the debate over the Constitution, and the new government created by the Constitution. Students will create a fictional character whose journal entries they will write as if in reaction to political events of the time. Then they will read about political events of the time and use worksheets to take notes on their character's reactions to

the events. Students will write journal entries expressing their views. The class will share journal entries and compare the perspectives of their different characters.

**Benchmarks:**

- Benchmark exam administered by all 7th grade teachers upon completion of unit

**Alternative:**

- Designing an Exhibit: Assign students the task of making an exhibit for the National Constitution Center. They can focus on any aspect of the Constitution they choose: its writing, its principles, its provisions, amendments that have been made, important Supreme Court decisions that have articulated its meaning, or any other aspect of the document. Encourage them to use a variety of media as well as verbal and visual elements in their exhibit.  
Debating Ratification: Divide students into two groups representing Federalists and Anti-Federalists. Have each group study the discussion of the two sides and work together to develop the group's position on these questions:
  - What is the best way to ensure America's safety and independence?
  - What is the best way of ensuring the liberties of individual Americans?
  - Should America be a collection of states or a unified nation?
- Exploring an Amendment: Have students research the history of an amendment to the Constitution. After they gather their information, have them prepare a multimedia presentation that explains what problem the amendment was meant to address, how the amendment was worded to address that problem, when it was passed by Congress and ratified, key points in the debate over its ratification, and what impact it has had on American life.
- Writing a Federalist Essay: Have students take the role of a delegate to the Constitutional Convention. Then have them write a brief essay in the style of the Federalist that addresses one of the principles of the Constitution studied in this lesson. They should explain what the principle means, why it is important, how it will contribute to a stronger and more effective federal government, and how certain provisions of the document embody it.

**Resources:**

**Textbook:**

- Building Citizenship: Civics & Responsibility, McGraw Hill Education

**Primary and Secondary**

- Primary sources: The US Constitution, Excerpts from the Federalist Papers

**Suggested Reading**

- Constitution Translated for Kids, by Cathy Travis (Grade 6 reading level)
- Creating the Constitution: 1787, by Christopher Collier and James Lincoln Collier (Grade 7 reading level)
- The United States Constitution: A Graphic Adaptation, by Jonathan Hennessey and Aaron McConnell (Grade 8 reading level)



**Relevant Standards:****NJSLS--Social Studies**

- 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. 6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

**English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

**Vocabulary:** constitution, bicameral, confederation, Articles of Confederation, ratify, ordinance, Ordinance of 1785, Northwest Ordinance, Shay's Rebellion. Constitutional Convention, Great Compromise, Three-Fifths Compromise, Electoral College, Federalist, federalism, The Federalist Papers, Anti-Federalist

**Interdisciplinary Activities and Connections:**

- Work collaboratively with the ELA department on primary and secondary source readings and writing assignments.
- Create a digital graphic (pictochart.com) displaying the principles contained in the Constitution.

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>• Amplify learning by providing more challenging texts</li> <li>• Allow G &amp; T students time to complete alternative assignments</li> <li>• Create Google Slide presentation on pertinent topics from within the unit</li> <li>• Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for peer to peer collaboration within the classroom</li> <li>• Assign an English speaking mentor to help student with language difficulties</li> <li>• Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>• Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• Student may create a Google Slide presentation and explain</li> </ul>	<ul style="list-style-type: none"> <li>• Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>• Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>• Text to speech</li> <li>• Students will be provided with graphic organizers</li> <li>• Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>• Students will not be penalized for spelling and grammar errors</li> <li>• Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

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**GRADE: Social Studies --7th Grade**

**Unit Name: The Bill of Rights**

**Duration: 3-4 weeks**

**Enduring Understanding:**

- The value that a society puts on individual rights is often reflected in that society's government.

**Essential Questions:**

- How do societies balance individual and community rights?
- How does social change influence government?

**Topics and Skills Covered:**

- Students will know:
  - which civil liberties are protected by the First Amendment of the Bill of Rights.
  - why there must be some limits on individual rights.
  - which civil liberties are protected by the Bill of Rights, particularly by the Second through the Tenth Amendments to the U.S. Constitution.
  - how the Bill of Rights places limits on the power of government.
  - what the reasons for the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution are.
  - how several twentieth-century amendments extended voting rights and changed the election process.
  - why the civil rights movement occurred and what impact it had on society and the law.
- Students will be able to:
  - organize information about the U.S. constitutional amendments on a chart.

- communicate ideas and opinions verbally.
- think critically about the effects amendments have on citizens.
- analyze bar graphs showing expansion of voting populations.
- write paragraphs describing the effect of constitutional amendments on the political process.
- explain why particular amendments were added to the Constitution.
- sequence events and acts of the civil rights movement using a timeline.
- defend a viewpoint on affirmative action.

### **Assessments:**

#### **Formative:**

- Responses to Interactive Whiteboard Activities
- What Do You Know? Activity
- 21st Century Skills Activity: Organize Information
- Respond to the Issues to Debate Patriot Act feature
- Primary Source Worksheet: Free Speech in Public Schools
- 21st Century Skills Activity: Sequence Information
- Analyzing images
- Class discussion about the Bill of Rights and other amendments to the Constitution
- Lesson Reviews
- Online Self-Check Quizzes

#### **Summative:**

- Chapter Assessment and Activities
- Hands-On Chapter Project: Create Visual Displays About Constitutional Amendments and Civil Rights Laws
  - Students create visual displays illustrating real-life connections to constitutional amendments and laws that protect civil rights. They will do Internet research to find images showing actions that represent the rights associated with a constitutional amendment or federal law that protects civil rights. (You will need to provide printed sources that can be cut up for students doing physical displays and approved Web sites where students can search if they create a Web page photo-essay.) Students will use the worksheets to practice analyzing images and to take notes on their images. Students

will compile the images into a photo-essay on a poster or Web page for display in class. If the photo-essay is done on a Web page, students can display a printed copy of it.

**Benchmarks:**

- Benchmark exam administered by all 7th grade teachers upon completion of unit

**Alternative:**

- Researching a Supreme Court Case: Have students research and prepare a multimedia presentation on a Supreme Court case involving one of the five rights guaranteed by the First Amendment. Their presentation should explain the background of the case, the justice's decision, and its impact. Tell them to include visuals and audio to provide a rich multimedia presentation.
- Investigating the Fourth Amendment: The Supreme Court has issued several rulings involving the use of technology in police searches, including the use of thermal-imaging sensors (*Kyllo v. United States*), the use of a tracking device on a car (*United States v. Jones*), taking a DNA sample (*Maryland v. King*), and searching a cell phone without a warrant (*Riley v. California*). Have students research and prepare a presentation on these cases that explains what limits, if any, have been set on the use of technology by the police.
- Analyzing the Wording of the Fourteenth Amendment: Have students research and report on the connection between the Fourteenth Amendment and the Supreme Court's 1857 decision in *Dred Scott v. Sandford*. Have them write a brief report explaining how the details of that decision affected the wording of the Fourteenth Amendment.
- Reporting on an Event in the Civil Rights Movement: Form students into groups of four or five students each. Have each group research one of the major events of the civil rights movement discussed in the lesson and prepare a collection of newspaper stories or a television news report describing and analyzing the event. Some students may play the role of experts or columnists commenting on the event.

**Resources:**

**Textbook:**

- Building Citizenship: Civics & Responsibility, McGraw Hill Education

**Primary and Secondary**

- Primary sources: The US Constitution, Excerpts from the *Tinker v. Des Moines School District* Supreme Court Decision, MLK's "I Have a Dream" Speech

**Suggested Reading**

- You Want Women to Vote, Lizzie Stanton?, by Jean Fritz (Grade 6 reading level)
- Dred and Harriet Scott: A Family's Struggle for Freedom, by Gwennyth Swain (Grade 7 reading level)
- A Kid's Guide to America's Bill of Rights, by Kathleen Krull (Grade 8 reading level)

**Relevant Standards:****NJSLS--Social Studies**

- 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. 6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

**English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

**Vocabulary:** civil liberty, free speech, censorship, petition, slander, libel, accused, probable cause, search warrant, indictment, double jeopardy, self-incrimination, due process, eminent domain, bail, black codes, suffrage, poll tax, discrimination, segregation, “Jim Crow” law, civil rights, nonviolent resistance, sit-in, hate crime

**Interdisciplinary Activities and Connections:**

- Work collaboratively with the ELA department on primary and secondary source readings and writing assignments.
- Write a biography on the life and accomplishments of a civil rights activist.

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>• Amplify learning by providing more challenging texts</li> <li>• Allow G &amp; T students time to complete alternative assignments</li> <li>• Create Google Slide presentation on pertinent topics from within the unit</li> <li>• Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for peer to peer collaboration within the classroom</li> <li>• Assign an English speaking mentor to help student with language difficulties</li> <li>• Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>• Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• Student may create a Google Slide presentation and explain</li> </ul>	<ul style="list-style-type: none"> <li>• Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>• Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>• Text to speech</li> <li>• Students will be provided with graphic organizers</li> <li>• Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>• Students will not be penalized for spelling and grammar errors</li> <li>• Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>



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**GRADE:** Social Studies --7th Grade

**Unit Name:** The Legislative Branch

**Duration:** 3-4 weeks

**Enduring Understanding:**

- People establish governments to create order, provide security, and accomplish common goals.
- Leaders can bring about change in society.

**Essential Questions:**

- Why do people create, structure, and change governments?

**Topics and Skills Covered:**

- Students will know:
  - that Congress is the lawmaking branch of the federal government.
  - that Congress's expressed and implied powers are set by the Constitution.
  - the qualifications for becoming a member of Congress.
  - that very little legislation brought before Congress becomes law.
- Students will be able to:
  - compare and contrast the House of Representatives and the Senate.
  - collaborate and exercise problem-solving skills during a committee work simulation project.
  - organize information about expressed and implied powers.
  - analyze and categorize information in a newspaper headline assessment.
  - organize information in a graphic organizer about the qualifications needed to become a member of Congress.

- chart the responsibilities given to members of Congress.
- sequence steps in getting legislation passed.
- write an essay on the difficulty of getting legislation passed.

### **Assessments:**

#### **Formative:**

- Responses to Interactive Whiteboard Activities
- What Do You Know? Activity
- Analyzing images
- Class discussion about the legislative branch and the national government
- Lesson Reviews
- Online Self-Check Quizzes

#### **Summative:**

- Chapter Assessment and Activities
- Hands-On Chapter Project: Simulate Writing, Revising, and Voting on Bills in the House of Representatives.
  - Students will simulate the process of writing, revising, and voting on a bill in the House of Representatives. They will work in cooperative groups as House committees, and use worksheets to organize information about their bills. The committees will each research a current issue and write a bill addressing it. Committees will then revise other groups' bills. Finally, the entire House of Representatives (the whole class) will vote on all of the bills.

#### **Benchmarks:**

- Benchmark exam administered by all 7th grade teachers upon completion of unit

#### **Alternative:**

- Creating District Maps Direct students to create two versions of a map of your congressional district—one showing its current configuration, and the other showing its configuration prior to the last reapportionment. Include on the maps the population of the district in both cases. In addition, students should provide data about the change in the state's population and representation overall.

- Debating a Strict Versus Loose Interpretation of the Constitution Explain to students that there are significant differences of opinion in history—and in the present—about the extent of the implied powers. Alexander Hamilton and Thomas Jefferson disagreed on this in the earliest days of the Constitution. Have students form pairs to research and hold a debate on the issue of the strict versus loose interpretation of the Constitution. Students should perform research as a team, but in the debate one student will argue one side of the issue and the other will take up the opposite position. Students will present their debate to the class, with each student getting 2 minutes to present his or her argument, followed by 1 minute for “rebuttal” for each side.
- Creating the Ideal Member of Congress Tell students that anyone who meets the basic qualifications outlined in the Constitution can become a member of Congress. For this activity, however, direct students to “design” their own ideal member of Congress. In a poster, students should create the image of their perfect representative, including information about the person’s age, experience, interests, and views on issues such as a strict versus loose interpretation of the Constitution, whether members of Congress should serve constituents or the country first, and any other fundamental views that the students believe representatives should have. Students can create their posters on poster board or in an electronic format. Have students display their posters in class, and discuss the common features—and the uncommon ones—in students’ presentations of their “ideals.”
- Taking a Stance on Lawmaking Remind students that the process of making a law is long and difficult. At the many steps along the way, a few determined individuals can stall or even stop a bill’s progress. If a Congress is deeply divided, the pace of lawmaking becomes very slow. For example, the 112th Congress (2011–2013) enacted just 284 laws, and the 113th (2013–2015) barely surpassed that total with 296. In contrast, the 111th (2009–2011) enacted 385 laws, and the 110th (2007–2009) enacted 460. Direct students to write an editorial in which they argue either in favor of or against taking steps to make the passage of bills easier. Students should make specific reference in their editorials to the various means by which members of Congress can block a bill’s progress and offer their opinion about whether the difficulty of passing bills is a healthy feature of our democracy.

**Resources:****Textbook:**

- Building Citizenship: Civics & Responsibility, McGraw Hill Education

**Primary and Secondary**

- Primary sources: The US Constitution

**Suggested Reading**

- Is There a Woman in the House . . . or Senate?, by Bryna J. Fireside (Grade 6 reading level)
- Henry B. Gonzalez: Congressman of the People, by Brenda Haugen (Grade 7 reading level)
- Political Profiles: John Lewis, by Kerrily Sapet (Grade 8 reading level)

**Relevant Standards:****NJSLS--Social Studies**

- 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. 6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

**English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

**Vocabulary:** Senate, House of Representatives, census, constituent, gerrymander, majority party, minority party, seniority, expressed power, enumerated power, implied power, elastic clause, non legislative power, impeach, franking privilege, lobbyist, casework, pork-barrel project, joint resolution, special-interest group, rider, filibuster, cloture, voice vote, standing vote, roll-call vote, pocket veto

**Interdisciplinary Activities and Connections:**

- Work collaboratively with the ELA department on primary and secondary source readings and writing assignments.
- Write a letter to a member of congress.

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>• Amplify learning by providing more challenging texts</li> <li>• Allow G &amp; T students time to complete alternative assignments</li> <li>• Create Google Slide presentation on pertinent topics from within the unit</li> <li>• Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for peer to peer collaboration within the classroom</li> <li>• Assign an English speaking mentor to help student with language difficulties</li> <li>• Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>• Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• Student may create a Google Slide presentation and explain</li> </ul>	<ul style="list-style-type: none"> <li>• Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>• Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>• Text to speech</li> <li>• Students will be provided with graphic organizers</li> <li>• Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>• Students will not be penalized for spelling and grammar errors</li> <li>• Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

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**GRADE:** Social Studies --7th Grade

**Unit Name:** The Executive Branch

**Duration:** 3-4 weeks

**Enduring Understanding:**

- Leaders can impact society.
- Nations have relationships with one another.

**Essential Questions:**

- What is required of leaders?
- Why do nations interact with each other?

**Topics and Skills Covered:**

- Students will know:
  - the requirements for becoming president and how the president is selected.
  - the functions and roles of the president.
  - that the United States uses many methods to carry out American foreign policy.
  - that many groups help the president carry out major duties.
- Students will be able to:
  - simulate the processes of the Electoral College.
  - research a cabinet position or office.
  - analyze a U.S. v. Nixon primary source document.
  - use a chart to organize the goals and tools of foreign policy.

- explain how foreign policy issues can affect them personally.
- analyze images to make connections between the titles and the work of each cabinet and office position.
- verbally communicate interests and opinions about the cabinet.

## **Assessments:**

### **Formative:**

- Responses to Interactive Whiteboard Activities
- What Do You Know? Activity
- Primary Source Worksheet: Limiting Executive Privilege
- 21st Century Skills Activities
- Mock election with popular and electoral voting
- Analyzing Images
- Class discussion about the executive branch
- Lesson Reviews
- Online Self-Check Quizzes

### **Summative:**

- Chapter Assessment and Activities
- Hands-On Chapter Project: Hold a Cabinet Expo by creating visual displays about the cabinet departments.
  - Students will create visual displays, such as media presentations or posters, about each of the cabinet departments in the executive branch. Students will work in cooperative groups and use worksheets to organize information for their display. They will choose a cabinet department and conduct research to learn about it. Then they will find images, write about the department, and combine their text and images to create the display. The class will hold a cabinet expo in which they share their visual displays.

### **Benchmarks:**

- Benchmark exam administered by all 7th grade teachers upon completion of unit

### **Alternative:**

- Making a Multimedia Presentation Tell students that, on the one hand, some people say that the Electoral College system magnifies the influence of larger states, because it requires just a small number of large states to reach 270 electoral votes; in



2012, a president could have been elected by winning as few as 11 states. On the other hand, some people say that the Electoral College system magnifies the influence of smaller states, because each state gets at least two electors regardless of population; in 2012, each elector for Wyoming represented 187,875 persons (3 electoral votes; pop. 563,626 per 2010 census), while each elector for California represented 677,345 persons (55 electoral votes; pop. 37,253,956 per 2010 census). Invite students to evaluate either or both of these claims, or to explain their own opinion in writing about the Electoral College system, and to present their analysis using maps, charts, and data. They should also provide complete references for research sources.

- Creating a Visual or an Audio Presentation What do Americans look for in a president? How do presidents affect the country? What is required of a president, and what makes a president great? Invite students to create a visual or an audio presentation, in any medium, that responds to any or all of these questions. Possible media include puppetry, video, audio recordings, collage, digital media, social media sites, handmade books, and so forth. Students may work individually, or they may collaborate with others. They should also write a brief explanation of the creative process behind their work.
- Evaluating an Online Simulation Game Have students play the online simulation game Executive Command, available from iCivics. Click the asset to navigate to iCivics and locate the game from their “Play” menu or go to [www.icivics.org/games](http://www.icivics.org/games). After students play the game, ask them to write a critique regarding the accuracy of the game, based on what they have learned about the role of the president and the executive branch. Suggest that they summarize their observations in a graphic organizer and then write a two- to three-paragraph evaluation of the game.
- Delegating Tasks to a Cabinet Have students create an administration for their personal lives with departments to manage different types of tasks. They should name department heads they can trust to manage affairs, to advise them, and to represent them to others. Department heads do not have to be real people; they can be represented using a list of desirable traits. Have them write (a) descriptions of the responsibilities and functions of each department they envision, and (b) their reasons for choosing each member of their cabinet.

**Resources:****Textbook:**

- Building Citizenship: Civics & Responsibility, McGraw Hill Education

**Primary and Secondary**

- Primary sources: The US Constitution, Excerpts from the Supreme Court Case - United States v. Nixon

**Suggested Reading**

- Lives of the Presidents: Fame, Shame (And What the Neighbors Thought), by Kathleen Krull and Kathryn Jewitt (Grade 6 reading level)
- The White House: An Illustrated History, by Catherine O'Neill Grace (Grade 7 reading level)
- Our Country's Presidents, by Ann Bausum (Grade 8 reading level)

**Relevant Standards:****NJSLS--Social Studies**

- 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. 6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

**English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

**Vocabulary:** elector, executive order, pardon, reprieve, amnesty, ambassador, foreign policy, national security, treaty, executive agreement, trade sanctions, embargo, cabinet, federal bureaucracy, executive agency, governmental corporation, regulatory commission, political appointee

**Interdisciplinary Activities and Connections:**

- Work collaboratively with the ELA department on primary and secondary source readings and writing assignments.
- Presidential art project

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>• Amplify learning by providing more challenging texts</li> <li>• Allow G &amp; T students time to complete alternative assignments</li> <li>• Create Google Slide presentation on pertinent topics from within the unit</li> <li>• Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for peer to peer collaboration within the classroom</li> <li>• Assign an English speaking mentor to help student with language difficulties</li> <li>• Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>• Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• Student may create a Google Slide presentation and explain</li> </ul>	<ul style="list-style-type: none"> <li>• Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>• Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>• Text to speech</li> <li>• Students will be provided with graphic organizers</li> <li>• Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>• Students will not be penalized for spelling and grammar errors</li> <li>• Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

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**GRADE:** Social Studies --7th Grade

**Unit Name:** The Judicial Branch

**Duration:** 3-4 weeks

**Enduring Understanding:**

- People establish governments to create order, provide security, and accomplish common goals.

**Essential Questions:**

- How can governments ensure citizens are treated fairly?
- Why do people create, structure, and change governments?

**Topics and Skills Covered:**

- Students will know:
  - that the federal courts make up the judicial branch of the U.S. government.
  - that the federal court system is made up of the Supreme Court, district courts, and appeals courts.
  - how federal judges are selected.
  - the powers and limits placed on the Supreme Court.
  - that the decisions made by the Supreme Court can have a big impact on society.
  - the jurisdictional limits and organization of the federal and state courts.
- Students will be able to:
  - organize information on the federal court organization.
  - classify types of cases federal courts handle.
  - analyze a diagram of the relationship and responsibilities of the district and appeals courts.

- describe the court case process.
- identify the types of cases heard by the Supreme Court.
- interpret a bar chart about court caseload.
- explain in writing the effects of court decisions.
- define opinion-writing terms.
- summarize facts about the Supreme Court.

### **Assessments:**

#### **Formative:**

- organize information on the federal court organization.
- classify types of cases federal courts handle.
- analyze a diagram of the relationship and responsibilities of the district and appeals courts.
- describe the court case process.
- identify the types of cases heard by the Supreme Court.
- interpret a bar chart about court caseload.
- explain in writing the effects of court decisions.
- define opinion-writing terms.
- summarize facts about the Supreme Court.

#### **Summative:**

- Chapter Assessment and Activities
- Hands-On Chapter Project: Research and Role-Play Supreme Court Justices.
  - Students work individually to research and role-play a Supreme Court justice. Students will choose one Supreme Court justice, either one who served in the past or one who is currently serving. They will conduct research into the justice's work on the Court and use the worksheet to organize what they have learned. Then they will use what they learned to create a biographical sketch about the justice. Students will present their role-plays to the rest of the class, incorporating props and costumes.

#### **Benchmarks:**

- Benchmark exam administered by all 7th grade teachers upon completion of unit

#### **Alternative:**

- Reporting on the Federal Bankruptcy Courts The federal courts have exclusive jurisdiction in cases of bankruptcy. Assign students to use the Internet or other sources to research and create a report on the bankruptcy courts and the bankruptcy process. Reports should describe the purpose of bankruptcy, the types of bankruptcy (Chapter 7, Chapter 11, etc.), the structure and organization of bankruptcy courts, (including bankruptcy appellate panels), and the officers of the bankruptcy courts. A helpful website is: [www.uscourts.gov](http://www.uscourts.gov)
- Creating a Users' Guide for the Federal Court System Direct students to create a “users guide” for residents of your community about the federal court system, including information about the courts, judges, and attorneys that serve the area. The users’ guide students produce should explain briefly what the federal courts are and how they differ from local courts. It should provide information about federal courthouse locations, including the closest district and appeals courts, and contact information. It also should identify top officials in those courts, including judges and U.S. attorneys
- Reporting on Roosevelt’s Court-Packing Plan One of the most notorious incidents in U.S. history involving the Supreme Court occurred in the 1930s during the administration of President Franklin D. Roosevelt. Instruct students to research and write a report on Roosevelt and his so-called “court-packing” plan. Student reports should summarize the background of the incident, what Roosevelt proposed, and how people responded to the proposal. Students can include in their report samples of political cartoons or newspaper clippings from the time. The report should conclude with a statement by the student explaining his or her opinion on the plan—for example, whether the student believes it was a legitimate use of political power, or whether it was a dangerous attempt to circumvent the system of checks and balances. Students should defend their opinions with information and evidence they’ve acquired about the proper role of the Supreme Court and the balance of power among the legislative, executive, and judicial branches.
- Reading a Majority Opinion Have students use the Internet to locate and read Chief Justice Earl Warren’s majority opinion from one of the most famous Supreme Court cases in history—Brown v. Board of Education of Topeka. As they read, students should take notes about how the chief justice builds his case—referring, for example, to earlier rulings, the legal precedents involved, the facts of the case, and the rationale for the decision. When students have completed their reading, they will write a summary of the ruling, highlighting its key points and findings.

**Resources:**

**Textbook:**

- Building Citizenship: Civics & Responsibility, McGraw Hill Education

**Primary and Secondary**

- Primary sources: The US Constitution, Excerpts from the Supreme Court Case - Marbury v. Madison, Brown v. Board of Education

**Suggested Reading**

- Thurgood Marshall: Civil Rights Attorney and Supreme Court Justice, by Mark Rowh (Grade 6 reading level)
- The Judicial Branch: Interpreting America's Laws, by Hamed Medani (Grade 7 reading level)
- The Terrorist Trial of the 1993 Bombing of the World Trade Center: A Headline Court Case, by Michael J. Pellowski (Grade 8 reading level)



**Relevant Standards:****NJSLS--Social Studies**

- 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. 6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

**English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

**Vocabulary:** dual court system, jurisdiction, exclusive jurisdiction, concurrent jurisdiction, original jurisdiction, appellate jurisdiction, ruling, opinion, precedent, litigant, tenure, subpoena, judicial review, constitutional, nullify, writ of certiorari, docket, caseload, brief, stare decisis

**Interdisciplinary Activities and Connections:**

- Work collaboratively with the ELA department on primary and secondary source readings and writing assignments.
- Create a political cartoon.

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>• Amplify learning by providing more challenging texts</li> <li>• Allow G &amp; T students time to complete alternative assignments</li> <li>• Create Google Slide presentation on pertinent topics from within the unit</li> <li>• Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for peer to peer collaboration within the classroom</li> <li>• Assign an English speaking mentor to help student with language difficulties</li> <li>• Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>• Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• Student may create a Google Slide presentation and explain</li> </ul>	<ul style="list-style-type: none"> <li>• Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>• Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>• Text to speech</li> <li>• Students will be provided with graphic organizers</li> <li>• Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>• Students will not be penalized for spelling and grammar errors</li> <li>• Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

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**GRADE:** Social Studies --7th Grade

**Unit Name:** State Government

**Duration:** 3-4 weeks

**Enduring Understanding:**

- People establish governments to create order, provide security, and accomplish common goals.

**Essential Questions:**

- Why and how do people create, structure, and change governments?

**Topics and Skills Covered:**

- Students will know:
  - the relationship between state governments and the federal government.
  - how state legislatures are organized and how they create laws.
  - the roles and duties of governors and the state executive branch.
  - how state courts can be organized.
  - how judges in state judicial systems can be selected.
- Students will be able to:
  - compare the organization of their state government to that of the federal government.
  - list the powers the federal government shares with the states and those that are exclusive to each.
  - describe the relationship between state constitutions and the U.S. Constitution.
  - compare the function of state legislatures to that of the U.S. Congress.
  - describe how a bill becomes a state law.

- explain state legislative apportionment.
- identify the age and other requirements necessary to be governor.
- analyze the various roles and duties of a governor.
- describe how a cabinet and executive departments help the governor work.
- describe the organization of state courts.
- compare the selection processes for judges of state courts.

### **Assessments:**

#### **Formative:**

- Responses to Interactive Whiteboard Activities
- What Do You Know? Activity
- Analyzing Images
- Class discussion about state government
- Lesson Reviews
- Online Self-Check Quizzes

#### **Summative:**

- Chapter Assessment and Activities
- Hands-On Chapter Project: Create Visual Displays About the State Government and State Constitution.
  - Students will work in cooperative groups to learn about an aspect of their state government or their state constitution. They will conduct online research about their state government or constitution and use worksheets to organize the information they find. Information should focus on how the government and the constitution affect their own lives. Students will create visual displays about their state constitution and state government. Displays can be presented together, in an “Our State Government Fair,” where students can learn from each other.

#### **Benchmarks:**

- Benchmark exam administered by all 7th grade teachers upon completion of unit

#### **Alternative:**

- Writing a Personal Essay Have students write a personal essay that answers the question: Which has a bigger impact on your life: your state government or the federal government? Explain. Encourage students to share their essays on a whiteboard or Web site.

- Making a Documentary Have students write a script and create a video “documenting” a working day in the life of a fictional state legislator. Instruct students that in addition to creating their own video, they must be ready to take on acting parts to assist classmates with their videos. Have students share their videos with the class when they are completed.
- Creating a Game Have students work individually, in pairs, or in small groups to create a game in which each player has the governor’s job of making a budget for the state government and getting it approved by the legislature. The game should reward players for pleasing various constituent groups and penalize them for displeasing others. Games might involve players moving a token around a game board and drawing cards with instructions.
- Proposing Legislation Point out to students that the Supreme Court case *In re Gault* concerns the significance of the legal age of majority. Invite them to think about these questions:
  - At what age should young people be subject to the criminal justice system? When should they, rather than their parents, be held responsible by the government for their actions?
  - How are rights and liabilities in the justice system tied to other rights and duties such as voting, marrying, making contracts, and choosing to leave school?Have students write model legislation setting the age, or ages, of majority for purposes of the juvenile justice system.

**Resources:****Textbook:**

- Building Citizenship: Civics & Responsibility, McGraw Hill Education

**Primary and Secondary**

- Primary sources: Excerpts from the Massachusetts Constitution, Sample State Budgets

**Suggested Reading**

- Government: How Local, State, and Federal Government Works, by Mark D. Friedman (Grade 6 reading level)
- State Government, by Ernestine Giesecke (Grade 7 reading level)
- The Executive Branch of State Government: People, Process, and Politics, by Margaret R. Ferguson, ed. (Grade 8 reading level)

**Relevant Standards:****NJSLS--Social Studies**

- 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. 6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

**English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

**Vocabulary:** federal system, reserved powers, concurrent powers, supremacy clause, grants-in-aid, unicameral, redistricting, malapportionment, session, special session, line-item veto, commute, parole, trial court, misdemeanor, civil case, plaintiff, defedent, appellate court, felony

**Interdisciplinary Activities and Connections:**

- Work collaboratively with the ELA department on primary and secondary source readings and writing assignments.
- Documentary, essay, and game design.

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>• Amplify learning by providing more challenging texts</li> <li>• Allow G &amp; T students time to complete alternative assignments</li> <li>• Create Google Slide presentation on pertinent topics from within the unit</li> <li>• Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for peer to peer collaboration within the classroom</li> <li>• Assign an English speaking mentor to help student with language difficulties</li> <li>• Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>• Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• Student may create a Google Slide presentation and explain</li> </ul>	<ul style="list-style-type: none"> <li>• Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>• Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>• Text to speech</li> <li>• Students will be provided with graphic organizers</li> <li>• Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>• Students will not be penalized for spelling and grammar errors</li> <li>• Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

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**GRADE: Social Studies --7th Grade**

**Unit Name: Local Government**

**Duration: 3-4 weeks**

**Enduring Understanding:**

- People establish governments to create order, provide security, and accomplish common goals.

**Essential Questions:**

- Why and how do people create, structure, and change governments?

**Topics and Skills Covered:**

- Students will know:
  - that the powers and responsibilities of local governments are set by state constitutions.
  - how local governments are structured.
  - that the New England town-hall style of government is an example of direct democracy.
- Students will be able to:
  - analyze a city or town government Web site.
  - create and give a presentation on the organization of a specific form of city government.
  - evaluate and write an opinion statement regarding their local government.
  - analyze a Web site on local county government.
  - define responsibilities of county government officials.
  - simulate a town hall meeting to identify features of town government.
  - compare and contrast township and village forms of government.



- compare governments below the state level.

**Assessments:****Formative:**

- Responses to Interactive Whiteboard Activities
- What Do You Know? Activity
- 21st Century Skills Activity: Using a Venn Diagram to Compare and Contrast
- Analyzing Images
- Class discussion about local government
- Lesson Reviews
- Online Self-Check Quizzes

**Summative:**

- Chapter Assessment and Activities
- Hands-On Chapter Project: Create Campaigns to Elect Local Officials.
  - Working in cooperative groups, students will create a political campaign for a candidate running for a local office. They will begin by choosing an office at a level of local government: county, city or town, township, or village. The groups will conduct research to learn about the qualifications and responsibilities of the office at that level of government. The groups will organize their research and then plan, create, and share a campaign for a fictional person running for the office.

**Benchmarks:**

- Benchmark exam administered by all 7th grade teachers upon completion of unit

**Alternative:**

Role-Playing a School Board Meeting Form students into large groups to stage a mock school board meeting. Three to five students should serve as board members, depending on the size of the group, with the others taking the roles of citizens, including parents and students. Be sure to have more citizens than board members. Choose a topic for the meeting to address, such as adding a summer semester to have year-round schooling, extending the school day by an hour, requiring high-school students to wear uniforms, or changing one high school to be a magnet school for the accelerated study of science and mathematics. Give the groups time to identify their roles and for students to prepare their presentations. One of the council

members should preside over the meeting, calling on speakers and making sure that everyone has an opportunity to speak. Allow council members to ask questions of the speakers. As a class, discuss the proceedings.

Preparing a Presentation for a County Government Meeting Have students working in groups identify one issue that they think affects the young people of the county. Have them research the issue to determine what they think should be done about it. That research should include reviewing records of meetings by the county commissioners or a comparable governing body to determine whether the issue has been considered recently and what the government body decided to do about it. Students should prepare a presentation for an upcoming commissioners' meeting that describes the issue as they see it and represents their point of view about what should be done. Encourage them to prepare visual aids that would help their argument. If students feel strongly about their issue, encourage them to get fellow students and adult voters to sign a petition endorsing their point of view and present their issue and proposal for a solution at the next meeting. Remind them to be prepared to answer questions and challenges. After students have made their presentation, have them report on the event to the class, including how the commissioners responded to their proposal and any action that was taken.

Creating a Township or Village Government Tell students that they will create a township or a village government for a fictitious new community that is being developed in the area. Have students work in groups to identify the form of government, the powers of government officials, the departments that the government should include, and how department heads are chosen. They should set rules for the terms of officials and when elections should be held. Finally, their documents should include any limits they want to place on the powers of the government.

**Resources:****Textbook:**

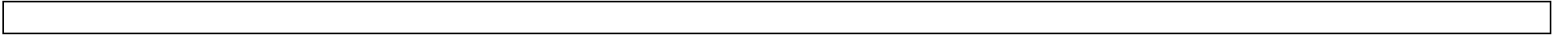
- Building Citizenship: Civics & Responsibility, McGraw Hill Education

**Primary and Secondary**

- Minutes from a local city council meeting, Excerpts from Supreme Court Cases: Plessy v. Ferguson

**Suggested Reading**

- Government: How Local, State, and Federal Government Works, by Mark D. Friedman (Grade 6 reading level)
- State Government, by Ernestine Giesecke (Grade 7 reading level)
- The Executive Branch of State Government: People, Process, and Politics, by Margaret R. Ferguson, ed. (Grade 8 reading level)



**Relevant Standards:****NJSLS--Social Studies**

- 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. 6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

**English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

**Vocabulary:** incorporate, city charter, home rule, ordinance, at-large district, special district, metropolitan area, suburb, county, county seat, town, township, town meeting, village

**Interdisciplinary Activities and Connections:**

- Work collaboratively with the ELA department on primary and secondary source readings and writing assignments.

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>• Amplify learning by providing more challenging texts</li> <li>• Allow G &amp; T students time to complete alternative assignments</li> <li>• Create Google Slide presentation on pertinent topics from within the unit</li> <li>• Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for peer to peer collaboration within the classroom</li> <li>• Assign an English speaking mentor to help student with language difficulties</li> <li>• Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>• Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• Student may create a Google Slide presentation and explain</li> </ul>	<ul style="list-style-type: none"> <li>• Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>• Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>• Text to speech</li> <li>• Students will be provided with graphic organizers</li> <li>• Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>• Students will not be penalized for spelling and grammar errors</li> <li>• Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

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**GRADE:** Social Studies --7th Grade

**Unit Name: Citizens and the Law**

**Duration: 3-4 weeks**

**Enduring Understanding:**

- The value that a society places on individual rights is often reflected in that society's government.

**Essential Questions:**

- How do laws protect individual rights?

**Topics and Skills Covered:**

- Students will know:
  - the sources and types of laws found in the American legal system.
  - how individual rights and the rights of the accused are protected in the United States.
- Students will be able to:
  - use a timeline to explain the development of legal systems.
  - identify and describe various forms of American law.
  - define vocabulary terms related to sources of legal systems and types of law.
  - explain the significance of the Miranda case.
  - describe where Americans' basic legal rights come from.
  - use a chart to identify and explain the rights of the accused as put forth in a number of Bill of Rights amendments.

## **Assessments:**

### **Formative:**

- Responses to Interactive Whiteboard Activities
- What Do You Know? Activity
- Timeline on Development of Legal Systems
- Vocabulary Builder Activity
- Analyzing Images
- Class discussion about citizens and the law
- Lesson Reviews
- Online Self-Check Quizzes

### **Summative:**

- Chapter Assessment and Activities
- Hands-On Chapter Project: Skits Illustrating the Origins of American Law
  - Students will write and present skits that illustrate the sources of American laws and rights protected by the law. Students will work in cooperative groups and choose from a list of law-related topics for their skits. They will conduct research on their topic and use worksheets to organize the information they find. Then they will write the skits, assign roles, and practice performing them. Groups will perform their skits for the rest of the class or a larger audience.

### **Benchmarks:**

- Benchmark exam administered by all 7th grade teachers upon completion of unit

### **Alternative:**

Lesson 1: Creating a Law-School TimeLine In the United States, the individuals who help people navigate the legal system are lawyers. This is a profession that requires intensive training after graduation from college. Have students use the Internet or other sources to learn about and map the curriculum of a typical American law school. Students will use this information to create a timeline that illustrates what a full-time law student might study in order to become an expert in the American legal system. Suggest that students use search engines to find out how long a typical legal course of study lasts, what kinds of courses students take, and in what order.

Compiling a Basic Rights Glossary Students will review this lesson and compile a glossary of basic rights, including constitutional rights against unlawful imprisonment and rights of the accused. The glossary should also include rights they have learned about resulting from landmark Supreme Court cases. The students' glossaries should identify the important rights and include a clear and concise explanation of what the right is and where it comes from.

**Resources:**

**Textbook:**

- Building Citizenship: Civics & Responsibility, McGraw Hill Education

**Primary and Secondary**

- Excerpts from historical legal documents: Code of Hammurabi, Justinian Code, Napoleonic Code, Excerpts from Supreme Court Cases: Gideon v. Wainwright, Miranda v. Arizona

**Suggested Reading**

- Miranda v. Arizona: The Rights of the Accused, by Liz Sonneborn (Grade 6 reading level)
- Demanding Justice: A Story About Mary Ann Shadd Cary, by Jeri Chase Ferris (Grade 7 reading level)
- The Trial of the Scottsboro Boys, by David Aretha (Grade 8 reading level)



**Relevant Standards:****NJSLS--Social Studies**

- 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
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- 6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. 6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

**English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

**Vocabulary:** common law, precedent, statute, lawsuit, constitutional law, case law, administrative law, writ of habeas corpus, bill of attainder, ex post facto law, due process, search warrant, exclusionary rule

**Interdisciplinary Activities and Connections:**

- Work collaboratively with the ELA department on primary and secondary source readings and writing assignments.
- Career connection - Law School Timeline

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students time to complete alternative assignments</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for peer to peer collaboration within the classroom</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>● Student may create a Google Slide presentation and explain</li> </ul>	<ul style="list-style-type: none"> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

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**GRADE: Social Studies --7th Grade**

**Unit Name: Civil and Criminal Law**

**Duration: 3-4 weeks**

**Enduring Understanding:**

- The value that a society places on individual rights is often reflected in that society's government.
- People establish governments to create order, provide security, and accomplish common goals.

**Essential Questions:**

- Why does conflict develop?
- How can governments ensure citizens are treated fairly?

**Topics and Skills Covered:**

- Students will know:
  - what constitutes civil law and the process followed in a civil case.
  - the types of and penalties for crimes and the procedures in criminal cases.
  - the purpose of the juvenile justice system and how it differs from the adult system.
- Students will be able to:
  - compare and contrast civil and criminal law.
  - identify reasons for civil lawsuits.
  - use a diagram to describe the processes in civil cases.
  - compare and contrast civil versus criminal law.

- identify the various types of crimes.
- use a diagram to identify and explain the procedures in criminal cases.
- describe why access to legal counsel is important for the accused in a criminal case.
- compare the treatment of juvenile and adult offenders.
- use a flowchart to describe the path of an offender through the juvenile justice system.
- express an opinion as to why rehabilitation efforts for juveniles are worthwhile.

### **Assessments:**

#### **Formative:**

- Responses to Interactive Whiteboard Activities
- What Do You Know? Activity
- 21st Century Skills Activity Worksheet: Using a Flowchart to Visualize and Sequence
- Role-Playing a Mock Criminal Case
- Role-Playing a Mock Civil Lawsuit
- Analyzing Images
- Class discussion about civil and criminal law
- Lesson Reviews
- Online Self-Check Quizzes

#### **Summative:**

- Chapter Assessment and Activities
- Hands-On Chapter Project: Hold Mock Trials of Civil and Criminal Cases.
  - To learn about the procedures of civil and criminal trials, students will work in large groups to conduct mock trials. Half the class will present a mock civil trial; the other half will present a mock criminal trial.

#### **Benchmarks:**

- Benchmark exam administered by all 7th grade teachers upon completion of unit

#### **Alternative:**

Researching on the Internet Invite students to work in pairs to conduct Internet research and prepare a visual presentation—either a poster or a digital presentation—on one of the four areas of civil law. Presentations should focus on the

kinds of issues that are involved, the volume of cases, and perhaps famous cases in that area of the law. The goal is to provide an overview of the main features of an area of civil law. Encourage students to include visuals in their presentations.

Staging a Debate Stage a debate in which the room is divided lengthwise in two, with all chairs facing the stage or the front of the room. The presenters of the debate sit facing the audience. Audience supporters of the “pro” and “con” positions sit on the same side of the room as the debaters representing the respective point of view. As members of the audience become convinced to change their minds, they move to the other side of the room. Have students work in small groups to stage a debate about whether capital punishment is an appropriate punishment for convicted felons. Both groups should use information in the text on purposes of punishment to form their arguments. Give groups time to confer and practice their arguments, and then ask them to stage the debate for the class.

Comparing and Contrasting Slide Show Invite students to work individually or in pairs to create a Then and Now poster or slide show comparing and contrasting juvenile justice in an earlier period with juvenile justice in the United States today. Students should research current and historical statistics, as well as details on detention institutions, counseling programs, and sentencing.

**Resources:**

**Textbook:**

- Building Citizenship: Civics & Responsibility, McGraw Hill Education

**Primary and Secondary**

- Supreme Court Case: Gideon v. Wainwright

**Suggested Reading**

- Police and Policing, by Sandy Asirvatham (Grade 6 reading level)
- You Are the Juror, by Nathan Aaseng (Grade 7 reading level)
- Cons and Frauds, by Michael Benson (Grade 8 reading level)

**Relevant Standards:****NJSLS--Social Studies**

- 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. 6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

**English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

**Vocabulary:** contract, tort, negligence, plaintiff, defendant, complaint, damages, summons, discovery, crime, penal code, misdemeanor, felony, sentence, prosecution, plea bargaining, cross-examination

**Interdisciplinary Activities and Connections:**

- Work collaboratively with the ELA department on primary and secondary source readings and writing assignments.

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>• Amplify learning by providing more challenging texts</li> <li>• Allow G &amp; T students time to complete alternative assignments</li> <li>• Create Google Slide presentation on pertinent topics from within the unit</li> <li>• Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for peer to peer collaboration within the classroom</li> <li>• Assign an English speaking mentor to help student with language difficulties</li> <li>• Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>• Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• Student may create a Google Slide presentation and explain</li> </ul>	<ul style="list-style-type: none"> <li>• Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>• Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>• Text to speech</li> <li>• Students will be provided with graphic organizers</li> <li>• Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>• Students will not be penalized for spelling and grammar errors</li> <li>• Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

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