



Nutley Public Schools

Social Studies

Course Name

Developed By: Ian Guariglia , Michael Rovetto

Effective Date: Fall 2021/2

Scope and Sequence (TBD during draft year)

Month	Unit Number	Unit Name
September	TBD	
October		
November		
December		
January		
February		
March		
April		
May		
June		

Unit 1

Foundational Ideas of Civics and Government

Summary and Rationale

This unit is designed to create a foundation for middle school students that will focus on the development of American institutions and create an understanding of the role of government in an individual's life by finding the balance between the needs of the citizens and the common good. Students will analyze primary and secondary sources to extract information on how authority comes from the idea that people develop political systems (governments) to protect individual rights and provide services that promote the common good. This foundation will guide students to investigate multiple perspectives on why government is necessary and the role it should serve in people's daily lives.

Recommended Pacing

4-6 Weeks

Standards

NJSLS ([SEE HERE](#))

6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.
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6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
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6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies
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6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
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CCSS-ELA - Literacy in History/Social Sciences

CCSS.ELA-LITERACY.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
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CCSS.ELA-LITERACY.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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CCSS.ELA-LITERACY.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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CCSS.ELA-LITERACY.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-LITERACY.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
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CCSS.ELA-LITERACY.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-LITERACY.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-LITERACY.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-LITERACY.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-LITERACY.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
CCSS.ELA-LITERACY.W.7.1.D	Establish and maintain a formal style.
CCSS.ELA-LITERACY.W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable) SEE HERE	
ID.6-8.5	I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.
DI.6-8.6	I interact with people who are similar to and different from me, and I show respect to all people
DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.

DI.6-8.8	I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.
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JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.
JU.6-8.14	I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born.
JU.6-8.15	I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.
AC.6-8.16	I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities
AC.6-8.19	I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.
AC.6-8.20	I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.
Instructional Focus	
Theme (If Applicable) → <ul style="list-style-type: none"> ● Natural Rights ● Authority ● Conflict Resolution ● Common Good and Civic Virtue ● American Ideals ● Elections 	
Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> ● Authority comes from the idea that people develop political systems (governments) to protect individual 	<ul style="list-style-type: none"> ● How do citizens, civic ideals, and government institutions interact to

<p>rights and provide services that promote the common good.</p> <ul style="list-style-type: none"> • Democratic societies must balance the rights and responsibilities of individuals with the common good. • American political systems were founded on ideas from England, ancient civilizations, philosophers, and other global ideas. 	<p>balance the needs of individuals and the common good?</p> <ul style="list-style-type: none"> • What is the role of government in an individual's life?
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Unit Inquiry Question(s) →

- How can natural/human rights be protected?
- Why do we need government?
- What makes authority legitimate?
- How does the idea of the “common good” give rise to the social contract?
- Why is “civic virtue” necessary for a democracy to survive?
- How did ancient societies, England, and other places influence the creation of American ideals?

Objectives (SLO)

Students will know:

- The origins and source of human rights
- What the “common good” is
- Why civic virtue is necessary
- What a social contract is and how it balance the need for social order and individual liberty

Students will be able to:

- Construct an argument as to the sources of human rights and how they are best protected
- Analyze primary and secondary sources to extract valuable information including text, subtext, and context
- Evaluate and defend a position on why government is necessary and what role it should serve using multiple perspectives
- Analyze the foundations of American institutions and how the idea of civics has changed or stayed the same over time

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- Debate
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

To be developed during draft year.

Resources (ie - DBQ Project or specific textbooks or databases):

To be developed during draft year.

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications

504/IEP

- Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need.
- Graphic organizer for writing an argument about human rights
- Preview vocabulary for unit 1
- Readings will be modified and leveled to accommodate individual reading levels
- Checklist for text, subtext and context when analyzing primary and secondary sources.

ELL

- Modifications and accommodations will be aligned

Gifted and Talented

- Utilize differentiation in the areas of acceleration, enrichment, and grouping.

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.

- ❑ Use technology to enhance productivity.
- ❑ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 2

American Government: Structure and Foundational Documents

Summary and Rationale

In this unit students will blend their historical investigation of the movement toward, and writing of, the United States Constitution and Bill of Rights with a contemporary examination of the principles outlined in these founding documents. The chaotic post-war environment studied in the preceding unit will lay the groundwork for the push to revise, and ultimately replace, the Articles of Confederation. After studying the major debates and compromises of the Constitutional Convention, the ratification debates that followed will provide context for the drafting of the Bill of Rights. After recognizing the events leading to the Constitution, students will break down the Articles of the Constitution and investigate the major principles contained within each. Students will recognize the structure of the United States government practically and philosophically and will trace the evolution of major Constitutional principles, examining the relevance of each today. Finally, since the ratification of the Constitution was predicated on a Bill of Rights, students will determine how the political environment of the time resulted in such a situation. Additionally, students will trace the major protections of the Bill of Rights from historical sources to current interpretation.

Recommended Pacing

5-7 Weeks

Standards

NJSLS ([SEE HERE](#))

6.1.8.HistoryUP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy
6.1.8.HistoryCC.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.CivicsPI3.d.	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.Civics.PD.3.a	Cite evidence to determine the role that compromise played in the creation and

	adoption of the Constitution and Bill of Rights
6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society
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Instructional Focus

Theme (If Applicable) →

- Identity
- Work, Exchange, and Technology
- Peopling
- Politics and Power
- America in the World
- Environment and Geography – Physical and Human
- Ideas, Beliefs, and Culture

Enduring Understandings:

- The Constitution gives structure and balance of power within the government of the United States
- Principles of the Bill of Rights and how it impacts citizens of past and present.

Essential Question(s):

- What does it mean to be free? What is the price of freedom?
- What does it mean to be American?
- What is the role of government in an individual's life?

Unit Inquiry Question(s) →

- Which is more of a threat to liberty: a powerful or weak central government?
- How does the Constitution and the structure of American government help to ensure people's freedoms and rights?
- What is the role of compromise in building a nation?

Objectives (SLO)

Students will know:

- Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- Determine how the successes and failures of the Articles of Confederation lead to the Constitution.
- How the branches of government interact to keep the balance of power within the government.
- Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.

Students will be able to:

- 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.
- Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of the national government.
- Analyze primary and secondary sources for text, subtext, and context related to the founding documents.
- Determine the cause and effect relationship between the rule of King George, the Declaration of Independence,

the Articles of Confederation, and the Constitution.

- Determine what role multiple perspectives and accounts and differing ideas led the formation of political parties.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- DBQ on the Constitution
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

To be developed during draft year.

Resources (ie - DBQ Project or specific textbooks or databases):

DBQ Project - How does the Constitution help guard against tyranny?

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications - [Sample](#)

Special Education -

- Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need.
- Graphic organizer for writing an argument about the Constitution
- Checklist for writing
- Preview vocabulary for unit 3
- Readings will be modified and leveled to accommodate individual reading levels
- Checklist for text, subtext and context when analyzing primary and secondary sources.

ELL -

Gifted and Talented -
504 -

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

The American Experience and the Global Perspective

Summary and Rationale

This unit is designed to focus on what it means to be an American citizen and to compare American ideals to the ideals of other global societies. Doing so will allow students to determine how American ideals have changed or stayed the same throughout varying time periods by means of analyzing court cases with multiple and differing perspectives to determine if justice was applied fairly. Additionally, students will evaluate sources, reading laterally, to determine credibility and comparing and contrasting the varied perspectives when learning about key concepts of foreign nations. Students will be able to make an informed decision on the similarities and differences of America's view on rights and freedoms when compared to different countries in the world.

Recommended Pacing

10-15 Weeks

Standards

NJSLs (SEE HERE)	
6.1.8.CivicsPI.3.a.	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsPI.3.b and 6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans and Native Americans during this time period
6.1.8.CivicsHR.3.a	Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts)
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States
6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals
6.1.8.CivicsHR.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery and other issues during the Antebellum period.
6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and limitations of First Amendment Rights (e.g., Supreme Court decisions)
6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government
6.1.8.CivicsDP.4.a:	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th and 15th Amendments to the United States Constitution from multiple perspectives
6.3.8.CivicsPR.3:	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality)
6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society
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Instructional Focus

Theme (If Applicable) →

- American Ideals
- Justice/Fairness
- Equality
- Freedom of Speech, Assembly and Right Petition
- Freedom of Religion

<ul style="list-style-type: none"> Liberty versus Domestic Tranquility 	
Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> Compare the principles of freedom as an American citizen and to compare American ideals to the ideals of other global societies. 	<ul style="list-style-type: none"> What does it mean to be free? What is the price of freedom? What does it mean to be American? What is the role of government in an individual's life?
Unit Inquiry Question(s) → <ul style="list-style-type: none"> How does America's view on rights and freedoms differ from the world's? How does a government ensure all people are treated fairly? Should there be limits on freedoms such as freedom of speech, protest, and assembly? How can a government balance conflicts between religious beliefs and protecting the rights of others? How does a government balance the need for order and the protection of individual rights? 	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> Determine what it means to be American and how the ideals set forth in previous documents impact citizen's lives Compare American ideals to other global societies, creating varied perspectives, contributions, and challenges. How to evaluate sources and read laterally to determine credibility 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze primary and secondary sources including court cases with multiple and differing perspectives to determine if justice is applied fairly. Evaluate varying sites and information by reading laterally and sourcing for text, subtext, and context. Determine how American ideals have changed or stayed the same throughout varying time periods. Compare and contrast American ideals and concepts to that of foreign nations.
Assessment	
<ul style="list-style-type: none"> Exit Tickets Objective Assessments Written Responses Round Table Discussions Student Presentations ADD AS APPROPRIATE <p>If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.</p>	
Suggested Documents, Resources, & Technology Tools	

Documents (Please provide embedded links to documents):

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Resources (ie - DBQ Project or specific textbooks or databases):

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- LCD Projectors

Modifications - [Sample](#)

504/IEP

- Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need.
- Graphic organizer for writing and/or debate compare and contrasting America with other nations
- Checklist for writing
- Preview vocabulary for unit 3
- Readings will be modified and leveled to accommodate individual reading levels
- Checklist for text, subtext and context when analyzing primary and secondary sources.

ELL

- Modifications and accommodations will be aligned

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- Communicate clearly and effectively and with reason.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 4

Conflict Resolution and the Role of a Citizen

Summary and Rationale

This unit is designed to help students understand the development of different types of conflicts and the impact that development has on a nation by looking into our own nation's past and present along with making comparisons to conflicts in other countries. This will help students understand the relationship between the roles citizens play within a government and the role governments play in citizens' lives. Focusing on key concepts and prior knowledge will help enable students to look at different political parties' ideals and viewpoints and decide if the differences between political parties help or hurt our nation when resolving conflicts.

Recommended Pacing

10-15 Weeks

Standards

NJSLS ([SEE HERE](#))

6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts
6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state and national level
6.3.8.CivicsPI.4	Investigate the role of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from it
6.3.8.CivicsPD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments and develop a reasoned conclusion
6.3.8.CivicsPD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state or national level
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions and communicate the best one to an appropriate government body
6.3.8.CivicsPR.4:	Use evidence and quantitative data to propose or defend a public policy related to climate change
6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a

	local budget issue and take a position on proposed policy
6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society
6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints and willing to take action on public issues
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY.R H.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY.R H.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-LITERACY.R H.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCSS.ELA-LITERACY.R H.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-LITERACY.R H.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-LITERACY.R H.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-LITERACY.R H.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY.R H.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-LITERACY.R H.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-LITERACY.R H.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY. W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-LITERACY. W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-LITERACY.	Use words, phrases, and clauses to create cohesion and clarify the relationships among

W.7.1.C	claim(s), reasons, and evidence.
CCSS.ELA-LITERACY. W.7.1.D	Establish and maintain a formal style.
CCSS.ELA-LITERACY. W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable) SEE HERE	
ID.6-8.5	I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.
DI.6-8.6	I interact with people who are similar to and different from me, and I show respect to all people
DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.
DI.6-8.8	I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree. Diversity 10 DI.6-8.10 I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.
JU.6-8.14	I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born.
JU.6-8.15	I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.
AC.6-8.16	I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities
AC.6-8.19	I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.
AC.6-8.20	I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.

Instructional Focus

Theme (If Applicable) →

- Public policy-making
- Conflict Resolution
- Citizen Action: Identifying a problem or issue
- Citizen Action: Developing and proposing a solution
- Civic Participation: Active Citizenship and democracy

Enduring Understandings:

- Development of different types of conflicts and the impact that development has on a nation by looking into our own nation's past and present along with making comparisons to conflicts in other countries
- Roles citizens play within a government and the role governments play in citizens' lives.
- Identify different political parties' ideals and viewpoints and decide if the differences between political parties help or hurt our nation when resolving conflicts

Essential Question(s):

- Why does conflict develop? How does conflict change a nation?
- How does geography impact the growth of a nation?
- What is the role of government in an individual's life?
- What role should a citizen play within a nation?
- How do people, places, and ideas change over time?

Unit Inquiry Question(s) →

- **How can citizens take action to affect change?**
- **How does America resolve conflicts and what has changed throughout American history about conflict resolution?**
- **What role does a citizen play within a government? What role does a government play in a citizen's life?**
- **Are political parties good for our nation?**
- **How should conflicts be resolved?**

Objectives (SLO)

Students will know:

- Determine how citizens can take action at a local, state, or national level.
- Determine how citizens can take action in various countries around the world
- Assess and know basic fundamentals of the major political parties within the US
- How to analyze documents for text, subtext, and context.

Students will be able to:

- Analyze primary and secondary sources for text, context, and subtext.
- Compare and contrast how conflicts are resolved in nations throughout the world by analyzing multiple perspectives and accounts
- Create an argument as to whether or not political parties are good for the nation.
- Assess how America's ability to resolve conflict has changed or stayed the same over time
- Create an argument as to how to solve a conflict using contrived and/or historical scenarios

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

To be developed during draft year.

Resources (ie - DBQ Project or specific textbooks or databases):

To be developed during draft year.

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications - [Sample](#)

504/IEP

- Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need.
- Graphic organizer for writing and mock conflict resolution on a contrived or historical situation
- Checklist for writing
- Preview vocabulary for unit 4
- Readings will be modified and leveled to accommodate individual reading levels
- Checklist for text, subtext and context when analyzing primary and secondary sources.

ELL

- Modifications and accommodations will be aligned

Gifted and Talented

- Utilize differentiation in the areas of acceleration, enrichment, and grouping.

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

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