



Nutley Public Schools

Social Studies

Grade 7

Developed By: Ian Guariglia, Michael Rovetto, Joseph Dwyer

Effective Date: Fall 2021/2

Revised: Summer 2022

Scope and Sequence

Month	Unit Number	Unit Name
September	Unit 1	Skills Introduction - Road to Revolution
October	Unit 1 Unit 2	<ul style="list-style-type: none"> - Skills Introduction - Road to Revolution - American Government - Structure and Foundational Documents
November	Unit 2	American Government - Structure and Foundational Documents
December	Unit 2	American Government - Structure and Foundational Documents
January	Unit 2	American Government - Structure and Foundational Documents
February	Unit 3	Role of a Citizen
March	Unit 3	Role of a Citizen
April	Unit 3	Role of a Citizen
May	Unit 3 Unit 4	<ul style="list-style-type: none"> - Role of a Citizen - Capstone

June	Unit 4	Capstone
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Unit 1	
Skills Introduction → Road to Revolution	
Summary and Rationale	
<p>The American Revolution will be taught through the lens of skill development. The unit will introduce students to the historical thinking and literacy skills that they will continuously refine over the course of the school year. Students will utilize skills to examine how the Revolutionary War came about, focusing attention on British actions and the varied American responses throughout the late 1700s. Students will examine the domestic social ramifications of the Revolutionary War. Finally, students will discuss the immediate chaotic post-war period as America struggled with forging an identity, establishing a government, and navigating international relations.</p>	
Recommended Pacing	
5 to 7 Weeks	
Standards	
NJSLS (SEE HERE)	
6.1.8.HistorySE.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.1.8.HistoryCC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
6.1.8.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.

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.
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.
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).
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).
CCSS.ELA-LITERACY.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-LITERACY.RH.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.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.
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.
Career Readiness, Life Literacies, and Key Skills	

9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
Instructional Focus		
Theme (If Applicable) → •		
Enduring Understandings:	Essential Question(s):	
<ul style="list-style-type: none"> • Political and civic institutions impact all aspects of people’s lives. • Governments have different structures which impact development (expansion) and civic participation. • Civic participation and deliberation are the responsibility of every member of society. • Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions. • Human and civil rights include political, social, economic, and cultural rights. • Social and political systems have protected and denied human rights (to varying degrees) throughout time. • Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. 	<ul style="list-style-type: none"> • How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? • How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? • How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? 	
Unit Inquiry Question(s) → • Was the American Revolution avoidable?		
Objectives (SLO)		
Students will know: <ul style="list-style-type: none"> · How the French and Indian War led to the American Revolution · How the various acts and taxes led to colonial resistance 	Students will be able to: <ul style="list-style-type: none"> · Annotate and summarize a historical document including pictures, primary, and secondary sources · Answer open ended questions using images and text evidence · Identify bias within texts · Source texts using text, subtext, context 	

- I.e. The Boston Massacre, Stamp Act Congress, Gaspee Affair, and Boston Tea Party
- How prominent individuals contributed to causes of the American Revolution

- Identify and evaluate differing perspectives
- Identify and analyze how ideas changed or stayed the same over time
- Sequence events by time
- Analyze how events are interconnected and lead to one another

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Project
- Simulation
- Debate

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):

LIST . . .

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

McGraw-Hill Building Citizenship: Civics and Economics

- Chapter 2 - Lesson 3 Disagreements with Great Britain

To be developed during draft year.

Technology Tools:

- Chromebooks
- LCD Projectors

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

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.

MLL

- Modifications and accommodations will be aligned

Gifted and Talented

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

Career Readiness, Life Literacies, and Key Skills Practices

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

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- 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 increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

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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Career Readiness, Life Literacies, and Key Skills	
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Instructional Focus	
Theme (If Applicable) → <ul style="list-style-type: none"> ● 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:	Essential Question(s):

- 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.

- 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?

McGraw-Hill: Building Citizenship: Civics and Economics

Chapter 3 Lessons 1-4

Chapter 4 The Bill of Rights Lessons 1-3

Chapter 5 Lessons 1 and 2

Chapter 6 Lessons 2 and 4

Chapter 7 Lessons 3 and 4

Chapter 8 Lessons 1 and 2

Technology Tools:

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- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- 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 increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

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Unit 3

Role of the Citizen

Summary and Rationale

This unit is designed to help students understand the relationship between the roles citizens play within a government and the role governments play in citizens' lives. The unit will consider the idealized role of the American citizen flowing from the foundational documents explored in Unit 2. The unit will also consider how perspectives on the role of the American citizen have evolved over time, depending on context, and in relation to what has been idealized.

This comparison 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. This includes in times of crisis. 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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LITERACY.W.7.1.D	
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Career Readiness, Life Literacies, and Key Skills	

9.4.12.CI.1

Demonstrate the ability to reflect, analyze and use creative skills and ideas.

Instructional Focus

Theme (If Applicable) →

- American Ideals
- Justice/Fairness
- Equality
- Freedom of Speech, Assembly and Right Petition
- Freedom of Religion
- Liberty versus Domestic Tranquility
- 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:

- Compare the principles of freedom as an American citizen and to compare American ideals to the ideals of other global societies.
- 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.

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? What role should a citizen play within a nation?
- Why does conflict develop? How does conflict change a nation?
- How do people, places, and ideas change over time?

Unit Inquiry Question(s) →

- **How does a government ensure all people are treated fairly?**
- **How does a government balance the need for order and the protection of individual rights?**
- **How can citizens take action to affect change? Should there be limits on freedoms such as freedom of speech, protest, and assembly?**
- **How does America resolve conflicts and what has changed throughout American history about conflict resolution? How should conflicts be resolved?**
- **What role does a citizen play within a government? What role does a government play in a citizen's life?**

Objectives (SLO)

Students will know:

- Determine what it means to be American and how the ideals set forth in previous documents impact citizen's lives.
- How to evaluate sources and read laterally to determine credibility.
- Determine how citizens can take action at a local, state, or national level.
- How the role of a citizen has changed or stayed the same over time.
- The role of the citizen is especially controversial in times of crisis.

Students will be able to:

- 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.
- 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):

McGraw-Hill Building Citizenship: Civics and Economics

- Chapter 14 Citizens and the Law Lesson 2

To be developed during draft year.

Technology Tools:

- Chromebooks
- LCD Projectors

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

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.

MLL

- Modifications and accommodations will be aligned

Gifted and Talented

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

Career Readiness, Life Literacies, and Key Skills Practices

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

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- 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 increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 4

Capstone Project

Summary and Rationale

This unit will serve as students' culminating experience in their civics learning. Students will apply their learning about the foundations of civics and government in America along with the skills that they have worked to develop over the course of the school year. Application will take the form of students identifying an issue in their community (local, state, nation, etc.) that they will explore and take action on.

Recommended Pacing

10-12 Weeks

Standards

NJSLS ([SEE HERE](#))

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.CivicsDP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. 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.
6.3.8.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.7	Compare how ideas become laws at the local, state, and national level.
6.3.8.EconET.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation)
6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

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.
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.
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).
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).
CCSS.ELA-LITERACY.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-LITERACY.RH.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.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.
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.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
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Instructional Focus

Theme (If Applicable) → <ul style="list-style-type: none"> N/A 	
Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> The well-being of a democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of diversity. In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy. Civic participation and deliberation are the responsibility of every member of society. Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions. 	<ul style="list-style-type: none"> How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
Unit Inquiry Question(s) → <ul style="list-style-type: none"> To be developed individually by students. 	
Objectives (SLO)	
Students will know: <ul style="list-style-type: none"> how ideas become laws at the local, state, and national level. Current public issues affecting various topics such as elections, proposals, etc. Other content will be dependent upon student project choice 	Students will be able to: <ul style="list-style-type: none"> Deliberate on public issues affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body. Use evidence and quantitative data to propose or defend a public policy related to climate change. Seek perspectives of multiple stakeholders with diverse points of view regarding local budget issues and take a position on proposed policy. Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it. Assess the impact of government incentives and disincentives on the economy.

Assessment

- Formative Checkpoints
- Student capstone project development.

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):

McGraw-Hill Building Citizenship: Civics and Economics

- Chapter 12: Local Government Lessons 1-3
- Chapter 13: Dealing with Community Issues Lessons 1-3

To be developed during draft year.

Technology Tools:

- Chromebooks
- LCD Projectors

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

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.

MLL

- Modifications and accommodations will be aligned

Gifted and Talented

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

Career Readiness, Life Literacies, and Key Skills Practices

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

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- 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 increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

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