
SOCIAL STUDIES DEPARTMENT

7th Grade Social Studies CURRICULUM 2016

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Department Social Studies Subject 7th Grade Social Studies Curriculum

Week	Marking Period 1	Week	Marking Period 3
1	Purpose of Government/Hobbes & Locke	21	How A Bill Becomes A Law/Sources and Process
2	Types of Government/Colonial Grievance	22	E-Congress Bill Creation Simulation/Project/DBQ
3	Ideals of Declaration of Independence	23	Impeachment Process/Case Study
4	Weaknesses of Articles of Confederation	24	Guided Webquest-Congressional Delegation
5	Constitutional Convention/Fed vs. Anti-Fed.- Unit Assessment	25	Unit Assessment
6	Unit Assessment	26	Overview of Article II Using Primary Source
7	Overview of Structure of Constitution/Preamble	27	Structure (Qualifications, Cabinet, Line of Succession)
8	First Amendment	28	Powers/Roles of President/Relative Amend.
9	Court Case Application of 1 st Amendment/Online Speech DBQ	29	Guided Webquest on Presidency/Cabinet
10	2 nd , 3 rd and Begin 4 th Amendment	30	Electoral College & Elections
Week	Marking Period 2	Week	Marking Period 4
11	Court Case Application of 4 th Amendment	31	Electoral College DBQ/Compul. Voting DBQ
12	5 th , 6 th , and 7 th Amendment	32	Overview of Article III Using Primary Source
13	Application of 5,6,7/JS DBQ/Court Cases	33	Types of Courts and Appeals Process
14	8 th , 9 th , and 10 th Amendment	34	US Supreme Court – Role and Procedures
15	Duties and Responsibilities of Citizenship	35	Guided Webquest on Justices
16	Immigration/Naturalization Test	36	Stree Law Case Students/Landmark Cases
17	Unit Assessment	37	Current Events/Modern Day Genocides
18	Overview of Article I Using Primary Source	38	Current Events/Modern Day Genocides
19	Powers of Congress/Structure of House and Senate/Census & Apportion.	39	Current Events/Modern Day Genocides
20	Qualifications/Benefits/Code of Conduct	40	Article 4-7 Final Benchmark

Time Frame	10 Weeks
Topic	
Creation of the United States Government	
Essential Questions	
<ul style="list-style-type: none"> • What is the purpose of a government? • What are the different types of governments in the world? • How was the United States government created? • What are the Bill of Rights and how has it helped to shape America. 	
Enduring Understandings	
<ul style="list-style-type: none"> • Governments are created by the history and beliefs of its people. • The Bill of Rights ensures certain rights to the populace of the United States. 	
Alignment to NJCCCS	
6.1.8 A.2-4,6,7,9,11; 6.6.8 A.1-5,6,9,11; 6.6.8 B.1-7; 6.6.8 C.3-5; 6.6.8 D.8	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Explain the purpose and types of governments. • Describe the development of the United States government. • Analyze primary and secondary resources. • Explain the creation, failures and effects of the Articles of Confederation. • Understand the creation of the U.S. Constitution and how it changes with time. • Describe the organization and sections of the U.S. Constitution. • Understand the importance of the Bill of rights. • Explain the importance of being able to add amendments to the U.S. Constitution. • How has the U.S. Constitution strengthened our government and protects U.S. Citizens? • How does the Bill of Rights ensure a Balance of Power amongst the Government and citizens? • How are the Bill of Rights relevant today? • Why did early American founders (like James Madison, Congressman from Virginia) argue that individuals needed a Bill of Rights to protect them from government? • Why was the Bill of Rights added to the Constitution? • How did the Bill of Rights create a stepping stone for others to extend their rights? • Why is it important to be able to amend the U.S. Constitution? • Evaluate the importance of the U.S. Constitution. 	
Learning Activities	
<ul style="list-style-type: none"> • Know the purposes and types of government. • Describe how philosophers made an impact on the purpose of a Government in a society. • Read the Declaration of Independence to understand the colonist's complaints against King George III. • Research the purpose of the Articles of Confederation. • Analyze why the Articles of Confederation failed. • Chart the weaknesses of the Articles of Confederation. • Complete an Inquiry based scavenger hunt to understand the reason for the Constitutional 	

Convention, topics discussed and results.

- Understand the creation and purpose of the Articles of Confederation.
- Explain the weaknesses of the Articles of Confederation.
- Analyze the effects of the Articles of Confederation.
- Understand and explain the purpose of Constitutional Convention.
- Describe the ideas discussed at the Constitutional Convention and the outcomes.
- Understand that the American constitutional government is founded on concepts articulated in earlier documents such as the Declaration of Independence.
- Compare and contrast the Articles of Confederation and the Constitution of the United States.
- Summarize and diagram the ratification process of the U.S. constitution.
- Understand the organization and sections of the U.S. Constitution
- Introduce unit by talking briefly about the Constitution and the reason why it is important to all Americans.
- Class discussion on what is currently known about the Bill of Rights/Amendments and what students would like to learn.
- Why was the Bill of Rights excluded from the original Constitution in 1787?
- Students will be able to create time lines that depict thoroughly the years in which the constitution was first written and the years in which the Bill of Rights were incorporated.
- Recognition/identification of the first ten Amendments of the United States Constitution to the rights of the citizens they guarantee.
- Students evaluate the ways in which the ten Amendments (Bill of Rights) help prevent the abuse of Government powers.*
- Evaluation of the Supreme Court case- Brown v. Board of Education, Topeka Kansas, New Jersey vs. T.L.O, cases dealing with the Third and Fourth Amendment in order to evaluate the importance of the Bill of Rights.
- Students will discuss the ways in which laws help shape a society.
- Each student will evaluate the importance of the Bill of Rights.
- Based on all the learned information, students will be able to create or participate in games using the Bill of Rights in addition to playing online games.
- Guest Speaker- judge or lawyer. Speaker will discuss the importance of the Bill of Rights to the court room and how the Bill of Rights contributes to laws and how they shape a society.
- Explain why the Bill of Rights was added to the Constitution.
- Explain how the First Amendment protects personal freedom.
- Identify the other rights that the Bill of Rights guarantees.
- Critically assess A Parents' Bill of Rights and compare its basic message to the U.S. Constitution.
- Collaborate with other students to create a Students' Bill of Rights and act out what they consider to be the document's most highly valued right.
- Analyze a series of visuals to determine which rights they represent.

Assessments

Quizzes

Tests

Class discussion

Notebook checks

Research Projects
 Presentations
 Document Based Writing
 Inquiry based scavenger hunt

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

Technology 8.1.8.A.1-5, 8.1.8.B.1, 8.1.8.D.1-5, 8.1.8.E.1, 8.1.8.F.1,
 New Jersey Student Learning Standards: ELA-Literacy.WHST.6-8.1a-e, LA.6-8.ELA-Literacy.WHST.6-8.2a-f, LA.6-8.ELA-Literacy.WHST.6-8.4-10
 MA.7.7.1, 2, and 4

Technology Integration

Data projector, Smart board, PowerPoint, Elmo, computers

Time Frame	Six weeks
Topic	
Article I: Legislative Branch	
Essential Questions	
<ul style="list-style-type: none"> • What is the job of Congress and certain requirements someone should have to be a member of Congress. • Who leads the houses of Congress, and how are these leaders chosen? • Why does each state have a different number of representatives? • In what ways has Congress had a direct impact on your life as an American citizen? • Why should federal officials be held accountable for their actions? • Why and how should Congress's power should be limited? • What is a law you would like to see passed? Why? How will this affect you? • How does Congress make laws? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Understand the function of Congress as one of our three branches of Congress. • Understand the benefits of a Congressperson. • Explain who leads the houses of Congress and how these leaders are chosen. • Understand the creation and purpose of the House of Representatives. • Identify the ways Congress has an impact on their life. • Identify the five major areas in which Congress has the power to make laws. • Know and explain the importance for checks and balances on Congress. • Describe and explain the powers that are limited to Congress. • Identify and explain who has the power to decide when Congress overstepped its boundaries. • Explain how the 10th amendment protects state's rights. • Identify where ideas for bills originate? • Explain what happens to a bill once it is introduced in each house of Congress. • Determine the actions the president can take regarding a bill once it has passed both houses. 	
Alignment to NJCCCS	
6.1.8 A.1-11; 6.2.8 B.1-3; 6.2.8 C.1-6; 6.2.8 D.1-5	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Read and paraphrase Article I of the U.S. Constitution. • Analyze graphic media and maps • Review information for accuracy. • Identify how many members are in the House and Senate. • Describe the qualifications and salaries for members of the House and Senate. • Explain how Congress deals with misconduct by its members and the impeachment process. • Identify your own Congressman. • Know who is the Speaker of the House, floor leader, party whip, president pro tempore • Comparing what House leaders do with Senate leaders. • Describe census and apportionment. • Analyze the significance of the elastic clause. • Explain why someone would be impeached. • List the steps in an impeachment process. 	

- Identify and explain the federal officials who have been impeached.
- Illustrate how a Bill Becomes a Law
- Create an explain maps, diagram, tables, charts, graphs, and spreadsheets.
- Analyze political cartoons, political advertisements, pictures, and other graphic media.
- Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decisions making model.

Learning Activities

- Scavenger Hunt using Article I of the U.S. Constitution (fill in the blanks, graphic organizer).U.S. Constitution or pages ii3- 118 of American Civics textbook.
- Interactive Website games <http://www.quia.com/jg/350956.html>
- Help Wanted Ad
- Vocabulary terms and explanations.(word search)
- Web quest (<http://www.congresslink.org>)
- Homework Activities
- Analyze graphic media.
- Review information for accuracy.
- Web quest http://www.congresslink.org/print_teaching_webquests_leading.htm
- Graphic Organizer
- Chapter Notes
- Writing a report to your constituents explaining what the leader of your party in the House does.
- Homework Activities
- Census report, reproducible
- Census Map page 115 of American Civics textbook and transparency 3.
- Open ended questions
- Power Point's
- Module An Ordinary Day
- http://www.centeroncongress.org/modules/ordinary_day/stub.html
- Crossword and word search.
- Inquiry based powers of Congress worksheet.
- Case study on Richard Nixon who nearly faced impeachment.
- Informal debate on should they have impeached him.
- Case studies on federal official who have been impeached. Ex. Andrew Johnson, Bill Clinton
- Informal debate on should they have been convicted?
- Have students research and describe the specifically forbidden powers to Congress: ex post facto laws, bills of attainder, suspending writ of habeas corpus, taxing exports, passing laws that violate the Bill of Rights, favoring trade of a state, granting titles of nobility, withdrawing money without a law.
- Know the terms appropriations bill, act, quorum, filibuster, cloture, pocket veto, line item veto. Complete a graphic organizer of what happens to a bill once it is introduced in each house of Congress? What happens once a bill is passed by both houses, what actions can the president take regarding the bill? Describe how legislators debate, discuss, and pass into law public policies that affect individuals and society.
- Collaborate on a proposed bill and role play the process of how a bill becomes a law.
- Create laws in the format used by Congress.

- Students should practice the legislative process through direct involvement in simulations.

Assessments

- Scavenger Hunt
- Class discussion
- Class notes
- Projects
- Website game
- Writing assessments
- Quizzes
- Collaborative Group Work
- Help Wanted Ad
- Webquests
- Tests
- Writing a report to your constituents explaining what the leader of your party in the House does.
- Congress in Action: Culmination Activity

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

Technology 8.1.8.A.1-5, 8.1.8.B.1, 8.1.8.D.1-5, 8.1.8.E.1, 8.1.8.F.1,
 New Jersey Student Learning Standards: LA.6-8.ELA-Literacy.WHST.6-8.1a-e, LA.6-8.ELA-Literacy.WHST.6-8.2a-f, LA.6-8. ELA-Literacy.WHST.6-8.4-10
 MA.7.7.1, 2, and 4

Technology Integration

Data projector, Smart board, PowerPoint, Elmo, computer

Time Frame	Seven Weeks
Topic	
Article II: Executive Branch	
Essential Questions	
<ul style="list-style-type: none"> • Who can become President of the United States and what role does that person serve for our country? • What amendments were made to the United States Constitution over the years that directly deal with the presidency? • What roles do political parties play in the American political process? • What is the job of the Electoral College? • What role does the average citizen play in the voting process for a President? • What function does “checks and balances” play in relationship to the job that the President plays? • What role does the president’s Cabinet play in assisting his decision making? • Do the perks of the presidency outweigh the code of conduct that is expected with a president? 	
Enduring Understandings	
<ul style="list-style-type: none"> • The Constitution establishes the most power and influence in the one individual who occupies the Executive Branch, but with checks and balances of the other two branches. 	
Alignment to NJCCCS	
6.1.8 A.1-11; 6.2.8 B.1-3; 6.2.8 C.1-6; 6.2.8 D.1-5.	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Requirements: Age, Citizenship and Residency • The diversified roles that a president plays as Chief Executive, Chief Legislator, Chief of Party, Chief Diplomat, Head of State and Commander in Chief. • Lame Duck influence on the creation of the 20th amendment • Franklin D. Roosevelt’s presidential terms leading into the creation of term limits • The need for a specific order of succession to answer the question of who takes over if the President dies or is unable to serve? • The two major parties are the Democrat and Republican parties, each with their own views regarding how our country should be run. • Two separate elections are held in most states, including the primaries, which are closed or open, and a general election in which the voters actually choose their leaders. • In the General Election each state has an electoral vote that determines the number of electors who will cast official votes for the president. The winning candidate in each state takes all and the number of electoral votes needed to win is 270. • Democratic and Republican state electors • Role the winning electors of each state play • The role the Vice President plays in officially announcing the new president in January, post election. • Each party works hard to raise millions of dollars to support their candidate who is running for office. • The role of political action committees • Issue of efforts to reform campaign finance laws • The role that the media plays in the political process 	

- Educating the electorate about campaign issues
- Separation of Powers
- Checks and Balances
- Significance of balancing the three branches of government
- War Powers Act
- People who make up the Executive branch of government
- Role of job expertise
- The growth of the President's Cabinet over the years
- The significant and specific responsibilities in the federal government
- Perks of the Presidency
- Threat assessment, would you be willing to be in public spotlight as leader of the free world?
- Private matters versus public domain
- Identify the qualifications and terms of office for the presidency, which include the age, citizenship and residence requirements
- Describe the duties of the President of the United States
- Define and assess the 20th amendment which shortened the time between Election Day and Inauguration day. Analyze why it was important to shorten that gap of time.
- Define and assess the 22nd amendment to the United States Constitution. Explain why we have term limits for the presidency. Identify who was the last President to serve prior to the implementation of this legislation. Assess the pros and cons to having term limits.
- Define and assess the 25th amendment which outlined the proper order of succession for the president.
- Explain the use of primaries to establish the candidates
- Define the importance of third parties in influencing public politics.
- Identify the role of the Electoral College in electing a president
- Assess what the electoral vote number that each state is based on
- Identify how the legislative branch can override a president's veto
- Assess the special powers of the United States Senate in approving treaties that the president makes
- Identify the reasons for possible impeachment of a president and how the House of Representatives initiates the process.
- Explain the role that the Senate plays in an impeachment process
- Identify ways in which the Senate can check the president's nominations
- Define the role that the United States Supreme Court plays in checking on the legality of the president's actions.
- Explain who declares war and how the president's call for troops to a given area is limited
- Define the Executive Office of the President
- Describe how heads of the executive departments and the members of the cabinet are related
- Identify the 15 executive departments
- Assess the latest addition to the Cabinet as a direct result of needs assessment
- Identify the things that are true of all American presidents so far
- Define the salary for the President and Vice President
- Explain the significance of the White House
- Explain how the President makes use of Camp David
- Identify the role of Secret Service in reference to protection of the president
- Identify money that the President receives for staff and for work related activities

- Identify the pension plan for the president
- Explain the role of Air Force One
- Explain how a president's finances are public knowledge
- Define the role of political parties in the United States, assess their ideologies and the function they serve in supporting their candidates
- Explain why the legislative and judicial branches of government can check the president's power.

Learning Activities

- Web-based scavenger hunt on Article 2 of the United States Constitution
- Comparison chart of the requirements of the legislative branch to those of the executive branch.
- Man of Many Hats Game
- Creation of flow-charts showing how one event in history impacted another. Example, after President F.D.R.'s terms in office, the move by Congress to limit future presidents from holding more than two elected terms.
- PowerPoint notes
- Hands on research of the amendments added to the Constitution over the years, specifically amendments 20, 22 and 25
- Assess political cartoons on FDR
- Library research on the history of political parties in America and the role that they play
- Brainstorming activity on the resources that a candidate needs to run an efficient campaign
- Analyze political cartoons, political advertisements, pictures, and other graphic media
- Creation of a Presidential brochure
- Participation in a simulated school-wide mock election
- Creation of a wall-size electoral map
- Vocabulary Exercises
- Creation of a graphic organizer on checks and balances
- Case studies on Andrew Johnson and Bill Clinton in relationship to impeachment
- Web Based activity on checks and balances
- Reflective thinking on Richard Nixon... would he have been impeached and convicted had he not resigned first?
- Web-Quest on the President's Cabinet members
- Challenge and Enrichment Worksheet 6: Identifying the President's Cabinet
- Community Service and participation Handbook: "Ask What You Can Do"
- "Meet and Greet" activity in which students role play a Cabinet meeting with the President
- 9-11 video and follow up discussion on the creation of a Cabinet position as a result of the tragedy
- Inquiry based scavenger hunt
- Graphic Organizer on perks of the Presidency
- Political Cartoons
- Creation of newspaper articles
- Chapter Notes/Overhead transparencies
- National Geographic Video on Air Force One

Assessments

- Quizzes
- Class discussion

- Tests
- Notebook Checks
- Projects
- Observation

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

Technology 8.1.8.A.1-5, 8.1.8.B.1, 8.1.8.D.1-5, 8.1.8.E.1, 8.1.8.F.1,
 New Jersey Student Learning Standards: LA.6-8.ELA-Literacy.WHST.6-8.1a-e, LA.6-8.ELA-Literacy.WHST.6-8.2a-f, LA.6-8.ELA-Literacy.WHST.6-8.4-10
 MA.7.7.1, 2, and 4

Technology Integration

Data projector, Smart board, PowerPoint, Elmo, computer

Time Frame	Five Weeks
Topic	
Article 3: Judicial Branch	
Essential Questions	
<ul style="list-style-type: none"> • Why do laws exist? How can justice be served in our country? • How does majority rule affect the making of laws, and why is obeying laws important? • What roles do the courts play in the United States? • What affect can the United States Supreme Court have on society with their rulings? 	
Enduring Understandings	
<ul style="list-style-type: none"> • The Constitution empowers the United States Supreme Court as the final say in matters of law in the United States, but with check and balances of the other two branches. 	
Alignment to NJCCCS	
6.1.8 A.1-11; 6.2.8 B.1-3; 6.2.8 C.1-6; 6.2.8 D.1-5.	
Key Concepts and Skills	
<ul style="list-style-type: none"> • US laws guarantee equal justice for all citizens • Nomination process for a justice • Levels of courts and their functions • Original versus appellate jurisdiction • Appeals process • Judicial review • Constitutional Law • Common Law • Administrative Law • statutory Law • jurisdiction • subpoena • Civil versus criminal trials • Burden of the proof • Preponderance of the evidence • Define the role of the judicial branch at both the state and federal level. • Identify the names of the types of courts at the state and national levels • Explain the significance of innocence until proven guilty 	<ul style="list-style-type: none"> • Reasonable Doubt • Jury duty • Role of juries • Grand jury • Role of the Judge • Prosecution/Defense • Plaintiff/Defendant • Verdict • hung Jury • bail • United States Supreme Court • Concurring versus dissenting opinions • Define the meaning of the term laws • List and explain the types of laws that our country has • Explain the Supreme Court’s role in the judicial process • Explain the process by which an appeal may make it up to the United States Supreme Court • Explain what types of cases are accepted by the United States Supreme Court.
Learning Activities	
<ul style="list-style-type: none"> • Brainstorm and assess the ramifications of a school, town or country without laws • Flow chart to be completed that shows the different types of courts • Political cartoon assessment on FDR’s attempted influence on the decisions of the Supreme Court by adding justices who agreed with his views • Guided Web Quest of the United States Supreme Court • Web-based tour of the United States Supreme Court • Library research on the 9 justices on the United States Supreme Court • Classroom Debate on case studies from Supreme Court issues such as mandatory drug testing in schools, searches without search warrants, flag burning, etc 	

- Guest speaker from the Ocean Township Police to discuss the Fourth Amendment in relationship to search warrants and searches that have been conducted without them
- View the movie, Twelve Angry Men
- and assess the role that the jury members play in a criminal trial
- Simulated mock trial activity
- Guest speaker from the New Jersey Law Center in New Brunswick
- Use of CNNfyi.com to look at our current justices and their opinions on cases heard before them

Assessments

- Quizzes
- Class Discussion
- Projects
- Tests
- Observation
- Web quests
- Mock Trials

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Technology 8.1.8.A.1-5, 8.1.8.B.1, 8.1.8.D.1-5, 8.1.8.E.1, 8.1.8.F.1,
 New Jersey Student Learning Standards: LA.6-8.ELA-Literacy.WHST.6-8.1a-e, LA.6-8.ELA-Literacy.WHST.6-8.2a-f, LA.6-8.ELA-Literacy.WHST.6-8.4-10
 MA.7.7.1, 2, and 4

Technology Integration

Data projector, Smart board, PowerPoint, Elmo, computer

Time Frame	One Week						
Topic							
Article 4-7							
Essential Questions							
<ul style="list-style-type: none"> Understand that the idea of popular sovereignty, particularly as it applied to the ratification of the document, was a revolutionary concept. How the Supreme Law of the Land should be valued by every American. 							
Enduring Understandings							
<ul style="list-style-type: none"> The final four articles of the Constitution describes the powers of the Federal government in relation to the states, how the states relate to each other, how the Constitution is an amendable document, and how it would be ratified. 							
Alignment to NJCCCS							
6.1.8 A.1-11; 6.2.8 B.1-3; 6.2.8 C.1-6; 6.2.8 D.1-5.							
Key Concepts and Skills							
<ul style="list-style-type: none"> Understand the strength of support Content about Articles 4-7 Identify Articles 4- 7 in the U.S. Constitution. Analyze primary and secondary resources. Describe the relations among the states in official records and acts, privileges of citizens, new states and territories and guarantees to the state. Know and explain how to amend the U.S. Constitution. Describe national supremacy in relation to public debts, supreme law of the land and oaths of office. Evaluate the importance of ratification. Know the signers from New Jersey to the U.S. Constitution. Deliberate the importance of signing the Constitution. 							
Learning Activities							
<ul style="list-style-type: none"> Web quest Power Point Jeopardy Review Scavenger Hunt National Constitutional Center Classroom Ready Resource To Sign or not to Sign: The Ultimate Constitution (video transcript). 							
Assessments							
<ul style="list-style-type: none"> Inquiry based scavenger hunt Quizzes Tests Projects 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration

Department Social Studies Subject 7th Grade Social Studies Curriculum

X	Skills	X	Information Literacy	X	Media Literacy
Interdisciplinary Connections					
Technology 8.1.8.A.1-5, 8.1.8.B.1, 8.1.8.D.1-5, 8.1.8.E.1, 8.1.8.F.1, New Jersey Student Learning Standards: LA.6-8.ELA-Literacy.WHST.6-8.1a-e, LA.6-8.ELA- Literacy.WHST.6-8.2a-f, LA.6-8.ELA-Literacy.WHST.6-8.4-10 MA.7.7.1, 2, and 4					
Technology Integration					
Data projector, Smart board, PowerPoint, Elmo, computer					

Time Frame	Two Weeks						
Topic							
Rights and Responsibilities of Citizens							
Essential Questions							
<ul style="list-style-type: none"> • How amendments 11-27 improved the lives of America. • What are the rights and responsibilities of U.S. Citizens? 							
• Enduring Understandings							
<ul style="list-style-type: none"> • Additional amendments limited or expanded the powers of the Federal government. 							
Alignment to NJCCCS							
6.1.8 A.1-11; 6.2.8 B.1-3; 6.2.8 C.1-6; 6.2.8 D.1-5							
Key Concepts and Skills							
<ul style="list-style-type: none"> • How does an individual become a citizen? • What are the duties of citizens? • How are they different from responsibilities? Where is this listed? • What are the requirements for voter registrations? • What factors influence voter turnout and registration? 							
Learning Activities							
<ul style="list-style-type: none"> • Evaluate how the thirteenth and fourteenth amendment extended civil liberties. • Indicate which amendments extended American' voting rights. • Examine and interpret primary and secondary source documents. • Create and explain diagrams, tables, charts, graphs, and spreadsheets. • Analyze political cartoons, political advertisements, pictures, and graphic media. • Review information for accuracy, separating fact from opinion. • Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision making model. • Select and defend positions in writing, discussion, and debate. • Explain the duties of citizenship • Identify where the duties of citizenship are described. • Describe the responsibilities of citizenship. • Mock Trials/Culminating activity of the U.S. Constitution 							
Assessments							
<ul style="list-style-type: none"> • Mock Trials/Culminating Activity of the U.S. Constitution • Quizzes • Class Discussions • Tests • Projects 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
Technology 8.1.8.A.1-5, 8.1.8.B.1, 8.1.8.D.1-5, 8.1.8.E.1, 8.1.8.F.1,							

New Jersey Student Learning Standards: LA.6-8.ELA-Literacy.WHST.6-8.1a-e, LA.6-8.ELA-Literacy.WHST.6-8.2a-f, LA.6-8.ELA-Literacy.WHST.6-8.4-10
MA.7.7.1, 2, and 4

Technology Integration

Smartboard, Data projector, Elmo, computer.

Time Frame	3 Weeks
Topic	
Current Events and Modern Day Genocides	
Essential Questions	
<ul style="list-style-type: none">• How do the events around the state, country, and the world affect me as a citizen of the United States?• What Divides People?	

- What is Genocide?

Enduring Understandings

- News events give a better understanding of events that occur around the world.

Alignment to NJCCCS

6.1.8 A.1-5; 6.1.8 A.6-9, 11.

SOC.6.1.8.D.2.b, SOC.6.3.8.CS1, SOC.6.3.8, SOC.6.3.8.CS2, SOC.6.3.8.CS3, SOC.6.2.8.B.4.f, SOC.6.2.8.D.4.a

Key Concepts and Skills

- Explain news events that occur around the world.
- Better understand events that occur around the world affect people just like themselves.
- Describe how these events could impact our life here in Ocean Township.
- Research topics relating to current events to get different perspectives about situations occurring around the world.
- Identify on a map where the news stories occur.

Learning Activities

- Synthesize news stories through writing.
- Present news stories to the class via written and oral presentation.
 - Newsela – Current Event Articles
- Use a map to identify the student’s news stories.
 - Mapping Activity for Africa and then zero in on Sudan
 - Utilize Nystrom Resources
 - Google Earth
 - Cultural Regions of Sudan
 - Visuals- Videos and Actual Bucket of Dirty Water

Assessments

- Student oral and written presentation
- Map identification

Culminating Activity

- Compare a day in your life to a typical day of Salva’s life: Could be written, could be podcast or iMovie
- Current World/Country/State/Local Issues/ Potential Solutions
- Salva is coming for dinner: What would you want to talk to him about? Interview questions
- Compare/contrast to current situation in Syria

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

Technology 8.1.8.A.1-5, 8.1.8.B.1, 8.1.8.D.1-5, 8.1.8.E.1, 8.1.8.F.1,

New Jersey Student Learning Standards: LA.6-8.ELA-Literacy.WHST.6-8.1a-e, LA.6-8.ELA-Literacy.WHST.6-8.2a-f, LA.6-8.ELA-Literacy.WHST.6-8.4-10

MA.7.7.1, 2, and 4

Science: Water Scarcity, Well-drilling

Technology Integration

Data projector, Computers, Internet, Newsela, PowerPoint, and Elmo