

Social Studies 8

Curriculum Guide

Social Studies & Civics / 8th Grade

Department of Equity, Curriculum and
Instruction

Revised: July 2022

Approved by the Montclair Board of Education: August 2022



Montclair Public Schools

Course Title: Social Studies 8

Curriculum Area: Social Studies **Credits:** N/A

Course Pre-Requisites: Social Studies 7

2022 Curriculum Writers

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Introduction

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high-quality instruction for all learners.

2020 New Jersey Student Learning Standards for Social Studies

New Jersey Student Learning Standards – Social Studies Introduction

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promote learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Kindergarten through grade 12. Today’s challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSL-SS is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
- reflect the habits of mind central to social studies that lead to post-secondary success.

Overview	Topics	Skills	Essential Questions	Applicable Standards
<p>Unit 1— Era 4. Civil War and Reconstruction (1850–1877) - The Civil War was caused by ideological, economic, and political differences about the future course</p>	<p>Reconstruction (ca. 1865-1877) - The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.</p>	<p>Historical events may have single, multiple, direct and indirect causes and effects.</p> <hr/> <p>Historical contexts and events shaped and continue to shape people’s perspectives.</p>	<ul style="list-style-type: none"> • What were the competing agendas for post-war Reconstruction? Did any agenda get served more than others? • How did formal Reconstruction balance healing and justice? Did it lean toward one or the other more? • How did recently emancipated African Americans shape 	<ul style="list-style-type: none"> • 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South. • 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. • 6.1.8.HistoryUP.5.b: Examine the roles of women, African

<p>of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.</p> <p>Unit I of Civics Curriculum - Foundational</p>	<p>1. Human Rights 2. Why Do We Need Government?</p>	<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> <p>Developing insightful questions and planning effective inquiry involves identifying the purpose of different questions to understand the human</p>	<p>Reconstruction? How did they show agency?</p> <ul style="list-style-type: none"> • What progress toward interracial democracy was made during Reconstruction? • What factors led to the abandonment of Reconstruction by both the government and the people? • What have been the results of the abandonment of Reconstruction? 	<p>Americans, and Native Americans in the Civil War.</p> <ul style="list-style-type: none"> • 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. • 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology). • 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. • 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives. • 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives. * 6.3.8.CivicsHR.1: Construct an argument as to the source of
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<p>Concepts and Principals</p>	<ol style="list-style-type: none"> 3. The Common Good and Civic Virtue 4. American Ideals 5. Civil Discourse and Conflict Resolutions 6. Elections 	<p>experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future: these inquiries investigate the complexity and diversity of individuals, groups and societies.</p> <p>Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.</p> <p>Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people:</p>	<p>How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</p> <p>Every human being is entitled to certain "natural" rights.</p> <p>The concept of natural or human rights arises from basic common religious or philosophical concepts about the dignity of each human being.</p> <p>Natural rights were defined by John Locke as "life, liberty and property".</p> <p>The enslavement of Africans, treatment of Native Americans and the role of women.</p>	<p>human rights and how they are best protected</p> <p>* 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve</p> <p>* 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.</p> <p>* 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</p>
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<p>Unit 2 Units 2 of Civics Curriculum - Foundational Documents</p>		quantitative and qualitative information provides insight into specific people, places, and events, as well as national, regional, and global trends.		
	<ol style="list-style-type: none"> 1. Historical Foundations of the American Republic 2. The Legislative Branch 3. The Executive Branch 4. The Judicial Branch 5. Federalism 6. Bill of Rights and Amendment Process 	<p>Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.</p>	<p>How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p> <p>In relation to the freedoms of enslaved Africans, Native Americans and women.</p>	<p>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</p> <p>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.</p> <p>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.</p> <p>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</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial</p>

<p>Unit 3 The Constitution, American Ideals, and the American Experience</p>	<p>The Preamble - Examine how well we have met the ideals proclaimed in the Preamble to the U.S. Constitution</p> <ol style="list-style-type: none"> 1. "A More Perfect Union" - AoC vs Constitution & Voting 2. "...Establish Justice..." - Civil Rights 3. "...insure Domestic Tranquility, provide for the common defense..." - Privacy 4. "...promote the General Welfare, and secure the Blessings of Liberty" - Expression 	<p>Addressing current events and controversial issues - The need to include controversial political issues in school-based civic learning has a new urgency because of the increased vitriol of contemporary public policy discourse and migration among many American adults to ideologically homogeneous communities. As a result, many Americans increasingly talk primarily with people who share their own views, access media that reinforces their own prior beliefs, and generally confine themselves to an echo chamber of like-mindedness. Yet research shows that "cross-cutting" political talk—in which citizens engage in discussions about important issues and events with people who disagree— develops tolerance for others and builds understanding of the range of views about how to best solve public problems.</p>	<p>How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and the respect for human dignity?</p> <p>How well have we met the promises or goals of the Preamble when we look at our history and what challenges still face us today?</p>	<p>proceedings, elections) to understand how conflicting points of view are addressed in a democratic society</p> <p>6.1.8.CivicsPl.3.a-b/ 6.3.8.CivicsPR.2 6.1.8.CivicsDP.3.a 6.1.8.CivicsHR.3.a-c 6.1.8.CivicsHR.4.a 6.3.8.CivicsDP.2 6.3.8.CivicsDP.3 6.1.8.CivicsDP.4.a 6.1.8.HistoryUP.5.a WHST.6-8.8 RH.6-8.7 RH.6-8.8</p>
<p>Unit 4 Role of the Citizen</p>	<ol style="list-style-type: none"> 1. Rights and Responsibilities of Citizenship 2. Local and State Government 3. Public Policy and Civil Society 4. Citizen Action 	<p>Engaging in civil discourse and critiquing conclusions - Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse</p>	<p>How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</p>	<p>6.3.8.CivicsHR.1 6.3.8.CivicsPl.1 6.3.8.CivicsPR.1 6.3.8.CivicsPR.5 WHST.6-8.7</p>

	<p>a. Identifying a Problem or Issue</p> <p>b. Developing and Proposing a Solution</p> <p>5. Civic Participation and Democracy</p>	<p>perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense-making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.</p> <p>Taking informed action - After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.</p>	<p>Why should individuals participate in civic life?</p> <p>What are the benefits of civic participation in a democracy?</p>	<p>WHST.6-8.9</p>
<p>Suggested Open Educational Resources</p>	<ul style="list-style-type: none"> • NJ Center for Civics Education - https://civiced.rutgers.edu/civics/middle-school-civics • iCivics - https://icivics.org • Stanford History Education Group - https://sheg.stanford.edu/ • Learning for Justice (formerly Teaching Tolerance) - https://www.learningforjustice.org/ • Facing History and Ourselves - https://www.facinghistory.org/ • Amistad Curriculum - http://www.niamistadcurriculum.net/ 			

Montclair Public Schools Instructional Unit

Content:	Reconstruction Era (1865-1877)		Grade:	8	
Marking Period	1	Unit Title:	Reconstruction (1865-1877)	Pacing:	10 Weeks

Overview

Big Ideas:

- With the South defeated and the country sharply divided, the government was faced with many issues to address and there was conflict over how to address them.
- Congressional (military) Reconstruction was marked by some progress for African-Americans, but the project of Reconstruction was abandoned for a confluence of reasons.
- Democracy, fully achieved or not, can be fragile.
- The abandonment of Reconstruction has had lasting effects on social conditions in the US.

Essential Questions:

- What were the competing agendas for post-war Reconstruction? Did any agenda get served more than others?
- How did formal Reconstruction balance healing and justice? Did it lean toward one or the other more?
- How did recently emancipated African-Americans shape Reconstruction? How did they show agency?
- What progress toward interracial democracy was made during Reconstruction?
- What factors led to the abandonment of Reconstruction by both the government and the people?
- What have been the results of the abandonment of Reconstruction?

Enduring Understandings:

- Congress, especially “radical” Republicans, took control of Reconstruction and, during this period, some progress was made and interracial democracy was growing.
- African-Americans had agency during Reconstruction. They were not given freedoms.
- A combination of factors, including (but not limited to) the violent white “redemption” movement led to Reconstruction’s decline. It ultimately ended with the Compromise of 1877.
- Absent military occupation and government oversight, the South developed the beginnings of Jim Crow, and African-Americans entered the “nadir period.”

- To understand the similarities between the Slave Codes (1619-1865), Black Codes (1865-1877) and the Jim Crow Laws (1877-1965).

Civics Unit 1 - Foundational Concepts and Principals

Big Ideas:

The United States of America is unique among nations in that it was founded upon an idea. What unites us as Americans is our shared commitment to those ideas and ideals. Any analysis of the structure of American government requires that students first understand the foundational concepts that are the rationale for a constitutional democracy. This unit will ask students to explore the key concepts and principles upon which the government of the United States was established.

Essential Question:

How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

	<u>Topic 1: Human Rights</u>	<u>Topic 2: Why Do We Need Government</u>	<u>Topic 3: The Common Good and Civic Virtue</u>	<u>Topic 4: American Ideals</u>	<u>Topic 5 Civil Discourse and Conflict Resolution</u>	<u>Topic 6: Elections</u>
Inquiry Q	<ul style="list-style-type: none"> • How can natural/human rights be protected? 	<ul style="list-style-type: none"> • Why do we need government? • What makes government legitimate? 	<ul style="list-style-type: none"> • How does the idea of the “common good” give rise to a social contract? • What is the proper balance between individual freedom and the common good? • Why is “civic virtue” necessary for a democracy to survive? 	<ul style="list-style-type: none"> • What are American Ideals? • What American Ideals are the basis for the American social contract (the Constitution)? 	<ul style="list-style-type: none"> • How can conflicts be resolved peacefully in a democratic society? • Why are active listening and civil discourse about conflicting political ideologies or viewpoints necessary in a democratic society? 	<ul style="list-style-type: none"> • Why is the right to vote critical in a democratic republic?
Supporting Q	<ul style="list-style-type: none"> • What are natural/human rights? • How do natural rights represent the 	<ul style="list-style-type: none"> • What would life be like in a state of nature? • How does government balance 	<ul style="list-style-type: none"> • What ideas from the classical republics about the need for civic virtue did the Founders adopt? 	<ul style="list-style-type: none"> • What is the difference between an ideal and a practice or institution? 	<ul style="list-style-type: none"> • What are the sources of conflict? • How are conflicts resolved? 	<ul style="list-style-type: none"> • What are the requirements for voting in New Jersey?

	<ul style="list-style-type: none"> dignity of each human being? How does the "consent of the governed" protect human rights? 	<ul style="list-style-type: none"> the need for social order and individual liberty? What is the difference between power and authority? What is the source of authority? What is meant by "consent of the governed"? What is a social contract? What forms can governments take? What are the advantages and disadvantages of each form of government? What is the "rule of law" and why is it necessary for authority to be legitimate? According to the Declaration of Independence what are the main purposes/goals of government? 	<ul style="list-style-type: none"> What is the social contract? What is civic virtue? What is the "common good"? Why is a commitment to the common good important in a democratic society? How does the social contract limit individual freedom for the common good? 	<ul style="list-style-type: none"> Where in the nation's founding documents are American ideals expressed? 	<ul style="list-style-type: none"> How can conflicts be resolved peacefully in a democratic society? Why is respect for diverse perspectives a crucial component of civil discourse? What strategies can help incorporate multiple perspectives into civil discourse? 	<ul style="list-style-type: none"> What are the responsibilities of elected representatives? How can you determine the accuracy of what you read and view? How can you evaluate candidates for positions of authority?
Enduring Understanding	<ul style="list-style-type: none"> Every human being is entitled to certain "natural" rights. The concept of natural or human rights arises from basic common 	<ul style="list-style-type: none"> Public policy includes the decisions, commitments and actions made by those who hold or affect government positions. 	<ul style="list-style-type: none"> The Founders based their concept of a democratic republic on the ideas of civic virtue and the common good that they adopted from 	<ul style="list-style-type: none"> American Ideals are those core values and principles that the structures and practices of the Constitutional system are designed 	<ul style="list-style-type: none"> Conflicts are often unavoidable. One of the roles of government is to create institutions-- primarily courts-- to resolve conflicts 	<ul style="list-style-type: none"> Elections are how the public identifies and approves those individuals who will make political decisions for the common good. This

	<p>religious or philosophical concepts about the dignity of each human being.</p> <ul style="list-style-type: none"> Natural rights were defined by John Locke as “life, liberty and property”. 	<ul style="list-style-type: none"> Public policies are often embodied in laws, rules or regulations. Civil society includes media, voluntary organizations and interest groups, which mediate between individuals and government. Individuals and civil society can influence public policy outcomes by speaking with their elected representatives and lobbying for change. 	<p>ancient Greek and Roman republics.</p> <ul style="list-style-type: none"> Civic virtue requires citizens to put the interests of the community or the “common good” or general welfare above their individual interests. This involves informed, engaged participation in voting, volunteering, and acting responsibly. Civic virtue is the cement that holds a democratic society together. 	<p>to realize and protect.</p> <ul style="list-style-type: none"> While citizens may debate how to best realize them, American Ideals represent the core elements of a national consensus if democracy is to survive. American Ideals represent the American experiment in representative government at its best and are enshrined in the nation’s founding documents. 	<p>among individuals through litigation.</p> <ul style="list-style-type: none"> Individuals can learn skills for resolving conflicts peacefully in their lives. Peaceful conflict resolution requires active listening and respect for diverse perspectives. 	<p>is “consent of the governed”.</p> <ul style="list-style-type: none"> Elections are also how we discuss and debate political issues. Therefore, elections are inherently controversial and critical thinking skills need to be used to understand facts and issues. Elections are at the core of how a representative democracy functions. The right to vote is a critical component of American political life.
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NJSL

NJSL		
Standards	Critical Knowledge and Skills	Depth of Knowledge
<p>Era 4. Civil War and Reconstruction (1850–1877) - The Civil War was caused by ideological, economic, and political differences about the future course of</p>	<p>Historical contexts and events shaped and continue to shape people’s perspectives.</p>	<p>6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p>
		<p>DOK - 4 - Extended Reasoning</p>

<p>the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.</p>	<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<p>6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.</p>	DOK - 2 - Basic Reasoning
		<p>6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p>	DOK - 3 - Complex Reasoning
		<p>6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.</p>	DOK - 2 - Basic Reasoning
		<p>6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).</p>	DOK - 3 - Complex Reasoning
		<p>6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p>	DOK - 2 - Basic Reasoning
		<p>6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.</p>	DOK - 3 - Complex Reasoning
		<p>6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.</p>	DOK - 4 - Extended Reasoning
<p>6.3 Active Citizenship in the 21st Century - Political and civil institutions impact all aspects of people’s lives.</p> <p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>	<p>Civic and Political Institutions</p>	<p>6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</p>	DOK 3 - Complex Reasoning
	<p>Processes, Rules and Laws</p>	<p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of</p>	DOK 3/4 - Complex Reasoning/Extended Reasoning

<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p>	<p>Human and Civil Rights</p>	<p>ancient societies, England and the North American colonies.</p> <p>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</p> <p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected</p>	<p>DOK 3 - Complex Reasoning</p> <p>DOK 4 - Extended Reasoning</p>
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Instructional Plan

Formative Assessment Plan	Summative Assessment Plan
<p>Teacher observations during discussions, Writing activities, Performance questions, Oral presentations, Projects, Research reports, Exit slips</p> <p>Examples of Formative Assessments</p>	<p>Quizzes, tests, debates, essays, projects</p>
Texts	Supplementary Resources
<p><i>American History: myWorld Interactive Beginnings to 1877 (2020)</i></p> <p><i>We the People: The Citizen and the Constitution (3rd Edition)</i></p> <ul style="list-style-type: none"> ● Lesson 6 - How did constitution government develop in Great Britain? ● Lesson 7 - What experiences led to the American Revolution? ● Lesson 8 - What basic ideas about government are in the Declaration of Independence? ● Lesson 9 - What happened during the American Revolution? How did the government function? ● Lesson 10 - How did states govern themselves after the Revolution? ● Lesson 11 - How did the Articles of Confederation organize the first national government? 	<p>Newsela Search</p> <p><i>Newsela - Civics and Engaged Citizenship</i> - https://newsela.com/subject/other/2000286073</p> <p>Teaching Hard History: Grades 6–12 Learning for Justice</p> <p>The Reconstruction Era and the Fragility of Democracy - Zinn Education Project</p> <p><i>NJ Center for Civics Education</i> - https://civiced.rutgers.edu/civics/middle-school-civics</p> <p><i>Newsela - Civics and Engaged Citizenship</i> - https://newsela.com/subject/other/2000286073</p> <p><i>iCivics</i> - https://icivics.org</p> <p><i>Stanford History Education Group</i> - https://sheg.stanford.edu/</p> <p><i>Learning for Justice (formerly Teaching Tolerance)</i> - https://www.learningforjustice.org/</p> <p><i>Facing History and Ourselves</i> - https://www.facinghistory.org/</p>
Instructional Best Practices and Exemplars	

Topic 1: Human Rights	Topic 2: Why Do We Need Government	Topic 3: The Common Good and Civic Virtue	Topic 4: American Ideals	Topic 5 Civil Discourse and Conflict Resolution	Topic 6: Elections
<ul style="list-style-type: none"> ● What are natural/human rights? <ul style="list-style-type: none"> ○ NJ Center for Civic Education: WHAT ARE NATURAL/HUMAN RIGHTS? ○ See five-minute video summarizing John Locke’s “revolutionary” ideas about natural rights from the Fraser Institute at Essential John Locke: Natural Freedom and Rights ● How did the idea of human rights develop? <ul style="list-style-type: none"> ○ Youth for Human Rights: The Background of Human Rights ○ For students who are proficient readers, consider this lesson submitted by a successful middle school civics teacher on the evolution of specific human rights from the Magna Carta to the founding of the American colonies: William Penn - Magna Carta MS Lesson ● William Penn - Magna Carta MS Lesson What section of Magna Carta did he invoke? How was his trial 	<ul style="list-style-type: none"> ● What is the difference between power and authority? <ul style="list-style-type: none"> ○ Center for Civic Education: Why Do We Need Authority? - civiced.org ○ NJ Center for Civic Education: Power and Authority ● What forms can governments take? What are the advantages and disadvantages of each form of government? <ul style="list-style-type: none"> ○ NJ Center for Civic Education: Comparing forms of government ○ Common Sense: Forms of Government – Teacher-Created Lesson Plan Common Sense Education: Anarchy, Monarchy, Dictatorship, Oligarchy, Republic, Democracy. ● What is the “rule of law” and why is it necessary for authority to be legitimate? <ul style="list-style-type: none"> ○ New Jersey Courts: The Importance of Preserving the Rule of Law ○ Facing History: The Rule of Law and Why It Matters 	<ul style="list-style-type: none"> ● What ideas from the classical republics about the need for civic virtue did the Founders adopt? <ul style="list-style-type: none"> ○ Center for Civic Education: Commitment to the common good (60-sec. podcast) ○ National Constitution Center: Civic Virtue, and Why It Matters - National Constitution Center. (article) ○ Center for Civic Education: Lesson 3: What Is a Republican Government? - civiced.org ○ Center for Civic Education: Lesson 3: What Is a Republican Government? - civiced.org (podcast) ● What is the social contract? <ul style="list-style-type: none"> ○ iCivics John Locke Mini-lesson iCivics ○ NJ Center for Civic Education: Social Contract Theory of Government 	<ul style="list-style-type: none"> ● What are ideals? What are practices? <ul style="list-style-type: none"> ○ American Ideals and Practice Flash Cards ● What are American Ideals? <ul style="list-style-type: none"> ○ Bill of Rights Institute: American Civic Values ○ Facing History: Lesson: Exploring Individual and American Identity Facing History ● Where do we find our “American Ideals” in our founding documents? <ul style="list-style-type: none"> ○ Link to Constitution at The Constitution (PDF) ○ Choices: Ideals in U.S. Founding Documents - Choices Program ● NJ Center for Civic Education: American Ideals Lesson This lesson will have students identify American ideals located in our founding documents. It is useful preparation for teaching about controversial issues and elections, focusing the lesson on adherence to the ideals expressed in the Constitution and /or Declaration of 	<ul style="list-style-type: none"> ● What are the sources of conflict? How are conflicts resolved? How can conflicts be resolved peacefully? <ul style="list-style-type: none"> ○ NJ Center for Civic Education: How can conflicts be resolved peacefully? ○ NPR: Conflict-The-Eisenhower-Years-Lesson-1-Complete-LP.pdf ● What strategies can help incorporate multiple perspectives into civil discourse? <ul style="list-style-type: none"> ○ Learning for Justice: Perspectives for A Diverse America (Identity, Diversity, Justice and Action) ○ Facing History: Fostering Civil Discourse: How Do We Talk About Issues That Matter? Facing History and Ourselves ○ Lesson: The Power of Active Listening – StoryCorps ● Why is respect for diverse perspectives a 	<ul style="list-style-type: none"> ● Why is voting important? <ul style="list-style-type: none"> ○ iCivics: Voting Matters Activity - Lesson Plan ● What are voting requirements in New Jersey? <ul style="list-style-type: none"> ○ NJ DOS - Division of Elections - Register to Vote! ● How do elections work? <ul style="list-style-type: none"> ○ Center for Civic Education: Lesson: Becoming a Voter - civiced.org ○ iCivics: The Electoral Process Lesson Plan iCivics ○ NJ DOS - Division of Elections - Register to Vote! ○ Center for Civic Education : Lesson: Being an Informed Voter - civiced.org ● Who represents me? 12 <ul style="list-style-type: none"> ○ iCivics: Who Represents Me? ○ C-Span: Choice Board - Researching Your Members in the US House of Representatives C-SPAN Classroom

<p>instrumental in creating the colony of Pennsylvania? What influence did the Magna Carta have on Penn's creation of government in Pennsylvania as evident in The Frame of the Government of the Province of Pennsylvania?</p> <ul style="list-style-type: none"> Why did Thomas Jefferson change Locke's "right to life, liberty and property," to "life, liberty and the pursuit of happiness" in the Declaration of Independence? Why is the consent of the governed important to protect human rights? <ul style="list-style-type: none"> National Archives: Declaration of Independence: A Transcription National Archives Bill of Rights Institute: Declaration of Independence and Understanding Rights Lesson See the Universal Declaration of Human Rights at Lesson: What is a Right? Facing History 	<p>Facing History</p> <ul style="list-style-type: none"> iCivics: Rule of Law Lesson Plan Lesson 		<p>Independence.</p>	<p>crucial component of civil discourse?</p> <ul style="list-style-type: none"> Choices: Values and Public Policy - Choices Program 	<ul style="list-style-type: none"> What are the responsibilities of elected representatives? <ul style="list-style-type: none"> Edsitement: The President's Roles and Responsibilities: Understanding the President's Job NEH-Edsitement How can you evaluate candidates for positions of authority <ul style="list-style-type: none"> How well do a political party's views conform with your values? Political Typology Quiz Pew Research Center Center for Civic Education: How can you choose people for positions of authority? iCivics: Candidate Evaluation - Lesson Plan
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DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Differentiated readings or images for students ● Allow different levels of readings on historical topics ● Provide choice for students regarding primary sources and secondary sources for reading ● For DBQs and essays involving historical documents provide sentence starters, cues, prompts, and extra practice time ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration 	<p>* Denote key ideas and vocabulary such as highlighting or underlining</p> <ul style="list-style-type: none"> ● Limit the number of items on tests or homework ● Explain concepts in simple language ● Rephrase all directions and content ● Make connections for ELL home spoken language with vocabulary ● Have students verbally restate and reword directions for activities ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions *Review Special Education list for additional recommendations.* 	<ul style="list-style-type: none"> ● Work in pairs to practice vocabulary and generate cognates for vocabulary ● Students will be asked more concrete historical questions and can complete graphic organizers for DBQ essays ● Students will be able to provide alternative versions of historical essays, such as completed audio podcasts or video recordings of themselves ● Group students together by ability level to complete examples ● Provide additional time and materials to access readings ● Pair students heterogeneously when practicing newly introduced vocabulary and homogeneously when practicing previously acquired vocabulary ● Evaluate prior content learning from different grade levels and adjust student’s individual learning <ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank 	<ul style="list-style-type: none"> ● Provide enriching vocabulary for fast finishers ● Extend history learning opportunities through after school clubs such as History Clubs ● Provide independent learning opportunities for students throughout the courses ● Expanded perspective based writing activities ● Provide different level primary source readings ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

<ul style="list-style-type: none"> ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics ● NJDOE Resources 			
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CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education: <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

21st Century Skills: Bold all that apply

Global Awareness
 Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy
 Health Literacy
 Environmental Literacy

Creativity & Innovation
 Critical Thinking & Problem Solving
 Communication & Collaboration
 Media Literacy
 Information Literacy
 Information, Communication & Technology

	Life & Career Skills
Technology Infusion	
https://docs.google.com/document/d/1-5e13ajDd9j0WJGA2gdtKQ8jwwuOCP98vx5zJl6s/edit?usp=sharing	
Evidence of Student Learning	
<ul style="list-style-type: none"> • Common benchmark • Evaluation rubrics • Self-reflections • Teacher-student conferences • Running records • Students' published pieces • Unit tests • Quizzes 	

Montclair Public Schools Instructional Unit					
Content:	Foundational Documents			Grade:	8
Marking Period	2	Unit Title:	Foundational Documents	Pacing:	10 Weeks
Overview					
Big Ideas:					
<ul style="list-style-type: none"> • This unit examines how the foundational concepts identified in Unit One are articulated in the nation's founding documents and established in the structure of American government. • Students will explore the ideals expressed in the Declaration of Independence, providing the background for the next unit's study of how the Declaration inspired generations of Americans to more fully realize its core concepts of liberty, equality, and justice. • The United States Constitution and the state constitutions provide the structural framework for limited government and constitutional democracy, and understanding these documents is a crucial component of active citizenship. • The unit concludes with an examination of the Bill of Rights and the amendment process as students come to understand that the Constitution is a living document and American democracy is an ongoing experiment requiring their active participation. 					
Essential Questions:					
<ul style="list-style-type: none"> • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? 					

	<u>Topic 1: Historical Foundation of the American Republic</u>	<u>Topic 2: The Legislative Branch</u>	<u>Topic 3: The Executive Branch</u>	<u>Topic 4: The Judicial Branch</u>	<u>Topic 5: Federalism</u>	<u>Topic 6: Bill of Rights and the Amendment Process</u>
Inquiry Q	<ul style="list-style-type: none"> To what extent did the founding documents (Declaration of Independence, Constitution Bill of Rights) articulate and establish/ensure American Ideals? To what extent does democracy depend on citizens and elected representatives and appointed officials adhering to democratic norms? 	<ul style="list-style-type: none"> Why did the founders create three branches of government? Should the legislative branch continue to be considered "first among equal" branches? 	<ul style="list-style-type: none"> How can the United States government ensure effective administration while protecting against abuse of power by the president? 	<ul style="list-style-type: none"> How does the Constitution try to ensure that all citizens are equal before the law? How are enslaved Africans, Native Americans and women viewed by the law? 	<ul style="list-style-type: none"> How and why is federalism a key part of the structure of U.S. government? How is federalism a positive or negative force today? 	<ul style="list-style-type: none"> Did the Constitution need a Bill of Rights? How does the Bill of Rights ensure that fundamental human rights are protected? Be sure to consider the treatment of enslaved and free Africans, Native Americans and women. Is the Constitution a "living document"? Why did the founders make the amendment process difficult?
Supporting Q	<ul style="list-style-type: none"> What led to the Declaration of Independence? What did the Founders believe about government? Why was the Declaration of Independence written? What is popular sovereignty? How did the Constitution address the problems of the Articles of 	<ul style="list-style-type: none"> What are the powers, responsibilities, limits and role of the Congress? How can we protect against abuse of authority by Congress? 	<ul style="list-style-type: none"> What are the powers, responsibilities, limits and role of the President? How and why has the authority of the President expanded over time? How can we protect against the abuse of authority by the President? 	<ul style="list-style-type: none"> How does Judicial Review function? How and why has the scope of judicial review expanded over time? Can we ensure that all citizens are equal before the law? How can we best protect against the abuse of power and authority? 	<ul style="list-style-type: none"> What is federalism? How does federalism work? What powers have been delegated to the national government and which have been retained by or shared with state governments? Why is the 	<ul style="list-style-type: none"> Was the Constitution sufficient to protect individual rights without the Bill of Rights? What is the process for amending the U.S. Constitution? What fundamental human rights are protected in the Bill of Rights? How does the Bill of Rights ensure that fundamental human rights are protected?

	<ul style="list-style-type: none"> Confederation? What are the norms and values that support a democratic society? What character traits did the Founders expect of their elected and appointed representatives? According to the Preamble, what are the six main purposes/goals of government? How does the U.S. Constitution organize government to prevent an abuse of authority? How do the three branches of government interact: separation of powers vs. checks and balances? How does the Constitution promote economic development? What of the enslavement of Africans and the treatment of Native American and women? 				<ul style="list-style-type: none"> Supremacy Clause important? How does the U.S. Constitution balance the interests of individuals and states with the need for a strong national government? How has federalism changed over time? 	
Enduring Understanding	<ul style="list-style-type: none"> The United States Constitution and Bill of Rights were designed 	<ul style="list-style-type: none"> Congress represents the diverse interests of the American 	<ul style="list-style-type: none"> The Constitution defines the roles and qualifications of the 	<ul style="list-style-type: none"> The Constitution created a Supreme Court, its jurisdiction 	<ul style="list-style-type: none"> Federalism promotes national unity 	<ul style="list-style-type: none"> The guarantees in the Bill of Rights reflect the nation's

	<p>to provide a framework for the United States system of government, while also protecting individual rights.</p> <ul style="list-style-type: none"> • Debates about individual rights, states' rights, and federal power shaped the development of the political and economic institutions and practices of the new Republic. Be sure to discuss the enslavement of Africans and the treatment of Native Americans and women. 	<p>people.</p> <ul style="list-style-type: none"> • Congress is the most important link between citizens and the federal government. • Lawmaking is the primary and most important function of Congress. • Members of Congress must fulfill several roles as lawmakers, politicians, and servants of their constituents. • State and local legislatures carry out many of the same powers as the national legislature. 	<p>President</p> <ul style="list-style-type: none"> • The role of the Executive Branch has expanded since our nation was founded. • Historically the President has stretched the powers of the office and debate continues over this issue today. • The Cabinet members are the President's top advisors and are influential in decisions that affect the country. • The Electoral Process has led to much controversy in recent Presidential elections. • The State and local levels include executive offices which carry similar responsibilities to those of the President of the United States. 	<p>and the manner and terms of federal judicial appointments.</p> <ul style="list-style-type: none"> • The Supreme Court will make decisions that will impact the country for years to come. • The inferior constitutional courts form the core of the federal judicial system • The power of judicial review laid the foundation for the judicial branch's key role in government. 	<p>while giving states control over state and local matters.</p>	<p>commitment to personal freedom and to the principle of limited government.</p> <ul style="list-style-type: none"> • The due process clause of the fourteenth amendment ensures that state governments do not limit or take away rights given to citizens by the national government. • The establishment clause sets up "a wall of separation between church and state". • The free exercise clause protects religious beliefs but does not religious actions that violate laws or threaten safety • The guarantees of free speech and press are intended to protect the expression of unpopular views. • The rights of peaceable assembly and petition protect the people's right to bring their views to
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						the attention of public officials.
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NJSLS

Standards

Standards	Critical Knowledge and Skills	Depth of Knowledge	
6.1 U.S. History: America in the World	Historical contexts and events shaped and continue to shape people’s perspectives.	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	DOK 3 - Complex Reasoning
	Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.	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.	DOK 2 - Basic Reasoning
	Governments have different structures which impact development (expansion) and civic participation.	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.	DOK 3 - Complex Reasoning
	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.	6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights	DOK 1 - Recalling Information
6.3 Active Citizenship in the 21st Century	In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public 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	DOK 2 - Basic Reasoning

Instructional Plan

Formative Assessment Plan	Summative Assessment Plan
Teacher observations during discussions, Writing activities, Performance questions, Oral presentations, Projects, Research reports, Exit slips Examples of Formative Assessments	Quizzes, tests, debates, essays, projects
Texts	Supplementary Resources
<p><i>American History: myWorld Interactive Beginnings to 1877 (2020)</i></p> <p><i>We the People: The Citizen and the Constitution (3rd Edition)</i></p> <ul style="list-style-type: none"> Lesson 13 - How did the Framers resolve the conflict about representation in Congress? Lesson 14 - How did Framers resolve the conflict between the Northern and Southern states? Lesson 15 - How did the Framers resolve the conflict about the powers of the legislative branch? Lesson 16 - How much power should be given to the executive and judicial branches? 	<p>NJ Center for Civics Education - https://civiced.rutgers.edu/civics/middle-school-civics</p> <p>Newsela - Civics and Engaged Citizenship - https://newsela.com/subject/other/2000286073</p> <p>iCivics - https://icivics.org</p> <p>Stanford History Education Group - https://sheg.stanford.edu/</p> <p>Learning for Justice (formerly Teaching Tolerance) - https://www.learningforjustice.org/</p> <p>Facing History and Ourselves - https://www.facinghistory.org/</p>

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DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Differentiated readings or images for students ● Allow different levels of readings on historical topics ● Provide choice for students regarding primary sources and secondary sources for reading ● For DBQs and essays involving historical documents provide sentence starters, cues, prompts, and extra practice time ● Modify and accommodate as listed in student's IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration 	<ul style="list-style-type: none"> ● Denote key ideas and vocabulary such as highlighting or underlining ● Limit the number of items on tests or homework ● Explain concepts in simple language ● Rephrase all directions and content ● Make connections for ELL home spoken language with vocabulary ● Have students verbally restate and reword directions for activities ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student's heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Work in pairs to practice vocabulary and generate cognates for vocabulary ● Students will be asked more concrete historical questions and can complete graphic organizers for DBQ essays ● Students will be able to provide alternative versions of historical essays, such as completed audio podcasts or video recordings of themselves ● Group students together by ability level to complete examples ● Provide additional time and materials to access readings ● Pair students heterogeneously when practicing newly introduced vocabulary and homogeneously when practicing previously acquired vocabulary ● Evaluate prior content learning from different grade levels and adjust student's individual learning ● Tiered Interventions following RtI framework ● RtI Intervention Bank 	<ul style="list-style-type: none"> ● Provide enriching vocabulary for fast finishers ● Extend history learning opportunities through after school clubs such as History Clubs ● Provide independent learning opportunities for students throughout the courses ● Expanded perspective based writing activities ● Provide different level primary source readings ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

<ul style="list-style-type: none"> ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics ● NJDOE Resources 			
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CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology

	Life & Career Skills
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Technology Infusion

https://docs.google.com/document/d/1-5e13ajDd9j0WJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing

Evidence of Student Learning

- | |
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| <ul style="list-style-type: none">● Common benchmark● Evaluation rubrics● Self-reflections● Teacher-student conferences● Running records● Students' published pieces● Unit tests● Quizzes |
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Montclair Public Schools Instructional Unit

Content:	The Constitution, American Ideals, and the American Experience		Grade:	8	
Marking Period	3	Unit Title:	The Constitution, American Ideals, and the American Experience	Pacing:	9 Weeks

Overview

Big Ideas:

- The Preamble to the United States Constitution outlines its purposes and ideals in the following language: “We the People of the United States, in Order to form a more perfect Union, establish Justice, ensure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States...”
- This unit will investigate the challenges and triumphs to fulfilling our American ideals. The unit will begin with an examination of the goals highlighted in the Preamble of the Constitution. By tracing the preamble through American history, students will assess the effectiveness of our early citizens in meeting the goals of the Constitution. Students will evaluate how each American ideal has grown and expanded to be more inclusive. As we continue to struggle in fulfilling the potential of the American ideals, students will be encouraged to identify additional areas of growth toward a “more perfect union.”

Essential Question: How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and the respect for human dignity?

	<u>Topic 1 - “A More Perfect Union”</u>	<u>Topic 2 - “...Establish Justice...”</u>	<u>Topic 3 - “...insure Domestic Tranquility, provide for the common defense...”</u>	<u>Topic 4 - “...promote ... the General Welfare, and secure the Blessings of Liberty”</u>
Inquiry Q	How well has the U.S. met the fundamental principles established in the Constitution?	<ul style="list-style-type: none"> • What is “fairness” or “justice”? • How does the Constitution “establish justice”? • How do we ensure that people are treated fairly? • Can there be justice without equality? 	<ul style="list-style-type: none"> • How well has the U.S. balanced the need for order and the protection of individual rights? 	<ul style="list-style-type: none"> • What is “liberty”? Why did the Founders make it the defining purpose of American government? • To what extent has the American experience succeeded in promoting the general welfare or common good? • How can we best balance individual rights and the general welfare when these important concepts are in conflict?

<p>Supporting Q</p>	<ul style="list-style-type: none"> • How did the Constitution establish a “more perfect union” than the Articles of Confederation? • How has extending the right to vote supported the concept of the consent of the governed? • How has the rule of law prevented abuse of authority? 	<ul style="list-style-type: none"> • How are the terms “fairness” or “justice” commonly defined and used in law? By people you know? • What is “due process” and how does it protect individual rights? • What does the 14th Amendment mean by “equal protection under the law”? • What is equality of opportunity? 	<ul style="list-style-type: none"> • What is “domestic tranquility?” • What is “privacy”? • How has the U.S. balanced the need for order and the protection of rights during times of peace and times of war? 	<ul style="list-style-type: none"> • What is “the general welfare”? • What is liberty? • Should there be limits on freedom of speech or the ability to protest and petition the government? • Why is freedom of speech important for sustaining democracy? • How has social media changed public discourse and how can we address the spreading of propaganda and lies in social media? • What is the difference between “the establishment of religion” and the “free exercise of religion”? • How can we balance conflicts between religious beliefs and the protection of the rights of citizens?
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • One of the great successes of the American experience is demonstrating to the world that citizens could establish a government based on a social contract with the “consent of the governed”. A founding generation drafted a Constitution that joined political ideas and practical experience, making real what had previously only been a theory. • The Constitution addressed many of the deficiencies of the Articles of Confederation. • The right to vote, initially granted 	<ul style="list-style-type: none"> • The desire for “fairness” or “justice” is a primary reason why people are willing to create a government. These concepts are difficult to precisely define. The Constitution and state constitutions establish a court system to help decide questions of justice. • The right to “due process” is considered one of the most fundamental guarantees of individual rights. • Procedural Due Process means that the government must follow rules and procedures that are 	<ul style="list-style-type: none"> • Domestic tranquility refers to the expectation by citizens that government will ensure an orderly society based on due process and an inviolate/minimum sphere of personal liberty. • Democracy places a high value on the right to privacy, which is the basis for many of the more specific protections enshrined in the Bill of Rights. • The right to privacy and other rights have sometimes been restricted during times of war as the need to ensure national 	<ul style="list-style-type: none"> • The American system of limited government is designed to promote a specific definition of liberty. This definition differs from that used by other nations with different forms of government. • The American system of government is based on the concept of social contract theory and the idea that individuals agree to place some limits on their absolute liberty in order to actually enjoy the greatest possible amount of liberty. What these limits should be is an

	<p>to a limited segment of the population, has gradually been extended to different groups enhancing the concept of “the consent of the governed”.</p> <ul style="list-style-type: none"> • Ensuring the right to vote is an essential component of a successful democracy. 	<p>reasonable, fair, and not arbitrary.</p> <ul style="list-style-type: none"> • Substantive Due Process means that the government cannot make or interpret laws in a way that violates fundamental rights. • The Fifth Amendment established the concept of “due process” in the Constitution regarding the federal government. • The Fourteenth Amendment extended the concept of “equal protection under the law” to the states. 	<p>security conflicts with more expansive individual rights enjoyed during times of peace. It is the role of the courts to help determine the appropriate constitutional balance between individual rights and national security and to review acts of the legislative and executive branches.</p> <ul style="list-style-type: none"> • Habeas corpus is a fundamental right that prevents arbitrary abuse of authority by the government and indefinite detentions of political opponents. • The peaceful transfer of power is a critical element of democracy, requiring both constitutional procedures and the commitment by citizens to uphold a free society and a republican form of government. • The use of force by the government must be within constitutional constraints in a democratic society. A cornerstone of American democracy has been a professional, non-political military that takes an oath to support the Constitution. 	<p>important part of Constitutional law and public discourse.</p> <ul style="list-style-type: none"> • Democracies must also balance individual liberty and “the common good”. Debates about how to best achieve this balance is an important element of politics and public policy.
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Standards		Critical Knowledge and Skills	Depth of Knowledge
<p>6.1 U.S. History: America in the World</p> <p>Era 3. Revolution and the New Nation (1754–1820s) - Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.</p>	<p>Political and civil institutions impact all aspects of people’s lives.</p> <p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p> <p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p>	<p>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.</p>	DOK 3 - Complex Reasoning
		<p>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</p>	DOK 4 - Extended Reasoning
		<p>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.</p>	DOK 3 - Complex Reasoning
		<p>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).</p>	DOK 2 - Basic Reasoning
		<p>6.1.8.CivicsHR.3.b Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</p>	DOK 4 - Extended Reasoning
		<p>6.1.8.CivicsHR.3.c Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.</p>	DOK 4 - Extended Reasoning
<p>Era 4. Expansion and Reform (1801–1861) - Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today. Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</p>		<p>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.</p>	DOK 2 - Basic Reasoning

<p>Era 5. Civil War and Reconstruction (1850–1877) - The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.</p> <p>6.3 Active Citizenship in the 21st Century</p>	<p>Historical contexts and events shaped and continue to shape people’s perspectives.</p> <p>Civics, Government, and Human Rights: Democratic Principles The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>	<p>6.1.8.HistoryUP.5.a Analyze the effectiveness of the 13th, 14th and 15th Amendments to the United State Constitution from multiple perspectives.</p>	DOK 3 - Complex Reasoning
		<p>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).</p>	DOK 3 - Complex Reasoning
		<p>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.</p> <p>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.</p>	DOK 2 - Basic Reasoning
<p>English Language Arts Companion Standards - History, Social Studies, Science and Technical Subjects</p>	Progress Indicators for Writing History	<p>WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	DOK 4 - Extended Reasoning
	Progress Indicators Reading History	<p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	DOK 2 - Basic Reasoning
		<p>RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p>	DOK 2 - Basic Reasoning

Instructional Plan

Formative Assessment Plan	Summative Assessment Plan
<p>Teacher observations during discussions, Writing activities, Performance questions, Oral presentations, Projects, Research reports, Exit slips Examples of Formative Assessments</p>	<p>Quizzes, tests, debates, essays, projects</p> <ul style="list-style-type: none"> E.g., a simulated legislative or judicial hearing about a current day issue. For example, use the questions about the principles underlying the U.S. Constitution and its application today from the We the People: The Citizen and the Constitution in a simulated Congressional Hearing in your classroom. Or hold a judicial hearing about an issue

	involving the application of the Bill of Rights, such as the Supreme Court Simulation from the United States Courts.
Texts	Supplementary Resources
<p><i>We the People: The Citizen and the Constitution (3rd Edition)</i></p> <ul style="list-style-type: none"> ● Lesson 11 - How did the Articles of Confederation organize the first national government? ● Lesson 23 - How does the Constitution protect freedom of expression? ● Lesson 24 - How does the Constitution protect freedom of religion? ● Lesson 25 - How has the right to vote expanded since the Constitution was adopted? ● Lesson 26 - How does the Constitution safeguard the right to equal protection of the law? ● Lesson 27 - How does the Constitution protect the right to due process of law? 	<p><i>NJ Center for Civics Education</i> - https://civiced.rutgers.edu/civics/middle-school-civics <i>Newsela - Civics and Engaged Citizenship</i> - https://newsela.com/subject/other/2000286073 <i>iCivics</i> - https://icivics.org <i>Stanford History Education Group</i> - https://sheg.stanford.edu/ <i>Learning for Justice (formerly Teaching Tolerance)</i> - https://www.learningforjustice.org/ <i>Facing History and Ourselves</i> - https://www.facinghistory.org/</p> <p><i>C-Span National Constitution Center Newsseum US Courts ABA</i></p>
Instructional Best Practices and Exemplars	

Suggested Practices for Social Studies to engage students in gaining the knowledge, skills and dispositions they need for informed, active citizenship

Topic 1: Human Rights	Topic 2: Why Do We Need Government	Topic 3: The Common Good and Civic Virtue	Topic 4: American Ideals	Topic 5 Civil Discourse and Conflict Resolution	Topic 6: Elections
<ul style="list-style-type: none"> • What are natural/human rights? <ul style="list-style-type: none"> ◦ NJ Center for Civic Education: WHAT ARE NATURAL/HUMAN RIGHTS? ◦ See five-minute video summarizing John Locke’s “revolutionary” ideas about natural rights from the Fraser Institute at Essential John Locke: Natural Freedom and Rights • How did the idea of human rights develop? <ul style="list-style-type: none"> ◦ Youth for Human Rights: The Background of Human Rights ◦ For students who are proficient readers, consider this lesson submitted by a successful middle school civics teacher on the evolution of specific human rights from the Magna Carta to the founding of the American colonies: William Penn - Magna Carta MS Lesson • William Penn - Magna Carta MS Lesson What section of Magna Carta did 	<ul style="list-style-type: none"> • What is the difference between power and authority? <ul style="list-style-type: none"> ◦ Center for Civic Education: Why Do We Need Authority? - civiced.org ◦ NJ Center for Civic Education: Power and Authority • What forms can governments take? What are the advantages and disadvantages of each form of government? <ul style="list-style-type: none"> ◦ NJ Center for Civic Education: Comparing forms of government ◦ Common Sense: Forms of Government – Teacher-Created Lesson Plan Common Sense Education: Anarchy, Monarchy, Dictatorship, Oligarchy, Republic, Democracy. • What is the “rule of law” and why is it necessary for authority to be legitimate? <ul style="list-style-type: none"> ◦ New Jersey Courts: The Importance of Preserving the Rule of Law ◦ Facing History: The Rule 	<ul style="list-style-type: none"> • What ideas from the classical republics about the need for civic virtue did the Founders adopt? <ul style="list-style-type: none"> ◦ Center for Civic Education: Commitment to the common good (60-sec. podcast) ◦ National Constitution Center: Civic Virtue, and Why It Matters - National Constitution Center. (article) ◦ Center for Civic Education: Lesson 3: What Is a Republican Government? - civiced.org ◦ Center for Civic Education: Lesson 3: What Is a Republican Government? - civiced.org (podcast) • What is the social contract? <ul style="list-style-type: none"> ◦ iCivics John Locke Mini-lesson iCivics ◦ NJ Center for Civic Education: Social Contract Theory of Government 	<ul style="list-style-type: none"> • What are ideals? What are practices? <ul style="list-style-type: none"> ◦ American Ideals and Practice Flash Cards • What are American Ideals? <ul style="list-style-type: none"> ◦ Bill of Rights Institute: American Civic Values ◦ Facing History: Lesson: Exploring Individual and American Identity Facing History • Where do we find our “American Ideals” in our founding documents? <ul style="list-style-type: none"> ◦ Link to Constitution at The Constitution (PDF) ◦ Choices: Ideals in U.S. Founding Documents - Choices Program • NJ Center for Civic Education: American Ideals Lesson This lesson will have students identify American ideals located in our founding documents. It is useful preparation for teaching about controversial issues and elections, focusing the lesson on adherence to the ideals expressed in the Constitution 	<ul style="list-style-type: none"> • What are the sources of conflict? How are conflicts resolved? How can conflicts be resolved peacefully? <ul style="list-style-type: none"> ◦ NJ Center for Civic Education: How can conflicts be resolved peacefully? ◦ NPR: Conflict-The-Eisenhower-Years-Lesson-1-Complete-LP.pdf • What strategies can help incorporate multiple perspectives into civil discourse? <ul style="list-style-type: none"> ◦ Learning for Justice: Perspectives for A Diverse America (Identity, Diversity, Justice and Action) ◦ Facing History: Fostering Civil Discourse: How Do We Talk About Issues That Matter? Facing History and Ourselves ◦ Lesson: The Power of Active Listening – StoryCorps • Why is respect for 	<ul style="list-style-type: none"> • Why is voting important? <ul style="list-style-type: none"> ◦ iCivics: Voting Matters Activity - Lesson Plan • What are voting requirements in New Jersey? <ul style="list-style-type: none"> ◦ NJ DOS - Division of Elections - Register to Vote! • How do elections work? <ul style="list-style-type: none"> ◦ Center for Civic Education: Lesson: Becoming a Voter - civiced.org ◦ iCivics: The Electoral Process Lesson Plan iCivics ◦ NJ DOS - Division of Elections - Register to Vote! ◦ Center for Civic Education : Lesson: Being an Informed Voter - civiced.org • Who represents me? 12 <ul style="list-style-type: none"> ◦ iCivics: Who Represents Me? ◦ C-Span: Choice Board - Researching Your Members in the US House of Representatives C-SPAN

<p>he invoke? How was his trial instrumental in creating the colony of Pennsylvania? What influence did the Magna Carta have on Penn's creation of government in Pennsylvania as evident in The Frame of the Province of Pennsylvania?</p> <ul style="list-style-type: none"> Why did Thomas Jefferson change Locke's "right to life, liberty and property," to "life, liberty and the pursuit of happiness" in the Declaration of Independence? Why is the consent of the governed important to protect human rights? <ul style="list-style-type: none"> National Archives: Declaration of Independence: A Transcription National Archives Bill of Rights Institute: Declaration of Independence and Understanding Rights Lesson See the Universal Declaration of Human Rights at Lesson: What is a Right? Facing History 	<p>of Law and Why It Matters Facing History</p> <ul style="list-style-type: none"> iCivics: Rule of Law Lesson Plan Lesson 		<p>and /or Declaration of Independence.</p>	<p>diverse perspectives a crucial component of civil discourse?</p> <ul style="list-style-type: none"> Choices: Values and Public Policy - Choices Program 	<p>Classroom</p> <ul style="list-style-type: none"> What are the responsibilities of elected representatives? <ul style="list-style-type: none"> Edsite: The President's Roles and Responsibilities: Understanding the President's Job NEH-Edsite How can you evaluate candidates for positions of authority <ul style="list-style-type: none"> How well do a political party's views conform with your values? Political Typology Quiz Pew Research Center Center for Civic Education: How can you choose people for positions of authority? iCivics: Candidate Evaluation - Lesson Plan
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DIFFERENTIATION

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NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

21st Century Skills: Bold all that apply

Global Awareness
 Financial, Economic, Business and Entrepreneurial Literacy
Civic Literacy
 Health Literacy
 Environmental Literacy

Creativity & Innovation
Critical Thinking & Problem Solving
Communication & Collaboration
Media Literacy
Information Literacy
Information, Communication & Technology

	Life & Career Skills
Technology Infusion	
https://docs.google.com/document/d/1-5e13aJdD9j0WJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing	
Evidence of Student Learning	
<ul style="list-style-type: none"> • Common benchmark • Evaluation rubrics • Self-reflections • Teacher-student conferences • Running records • Students' published pieces • Unit tests • Quizzes 	

Montclair Public Schools Instructional Unit						
Content:	Role of the Citizen			Grade:	8	
Marking Period	4	Unit Title:	Role of the Citizen	Pacing:	9 Weeks	
Overview						
Big Ideas:						
<ul style="list-style-type: none"> • In addition to civic education content, students require opportunities to develop and practice the skills and dispositions to become active and well-informed supporters of their community. Voting is an important responsibility of citizenship, but students must also learn how to interact with the appropriate levels of government to address matters of public policy that affect their lives and occupations. This unit explores the nature of citizenship and offers questions and strategies to help students develop the skills they will need to be active members and supporters of their communities. 						
Essential Question: How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? Why should individuals participate in civic life? What are the benefits of civic participation in a democracy?						
	Topic 1: Rights and Responsibilities of Citizenship	Topic 2: Local and State Government	Topic 3: Public Policy and Civil Society	Topic 4: Citizen Action: Identifying a Problem or Issue	Topic 5: Citizen Action: Developing and Proposing a Solution	Topic 6: Civic Participation and Democracy

<p>Inquiry Q</p>	<ul style="list-style-type: none"> • What is a “citizenship”? • What are the essential attributes of a citizen? 	<ul style="list-style-type: none"> • How do the three branches of government function at the local and state level in New Jersey? • How well does federalism resolve the competing demands of limiting government power and the need for efficiency in government? 	<p>How can individuals and civil society influence public policy?</p>	<ul style="list-style-type: none"> • What kinds of issues are appropriate for government action, and at what level? • How can a group reach a consensus regarding a public policy issue? 	<ul style="list-style-type: none"> • What are the skills necessary for influencing public policy? • What are the possible alternative solutions to the problem and which solution is the best? 	<p>What is the value of civic engagement?</p>
<p>Supporting Q</p>	<ul style="list-style-type: none"> • Who, by law, is a citizen? • Who are resident aliens? • How does an immigrant become a citizen? • What rights and responsibilities does a citizen have that a non-citizen (resident alien) does not have? 	<ul style="list-style-type: none"> • How do ideas become laws or rules at local, state and national levels? • How does federalism distribute government authority at the national, state, and local levels? • How does government function in New Jersey and in your local community and school district? 	<ul style="list-style-type: none"> • What is public policy? • What is civil society? • How do individuals and institutions of civil society, such as interest groups, fraternal groups, business groups, etc. Influence public policy? • How have those without full political rights (women before 1920, minorities before the Civil Rights Movement) affected change? • How can I engage with others to improve my local, state, national and/or global community? 	<ul style="list-style-type: none"> • How can I identify problems that are important to be addressed at the local, state, national and/or global level? • Are the proposed solutions constitutional according to either the U.S. or state constitutions? • What matters to me and why? • Do civil society and/or private initiatives have a role, or should the solution rely solely on government? • How can the Universal Declaration of Human Rights help us to identify 	<ul style="list-style-type: none"> • How can the appropriate branch or agency of government with authority to address an important issue be identified? • Why are digital tools, research skills, media literacy skills and active listening skills important for civic participation? • Why is it important to consider several alternative solutions to an important issue? • How can the best solution to an important issue be selected? 	<ul style="list-style-type: none"> • What might happen if citizens do not participate in democratic government at the local, state, or federal levels? • What can individuals do to help ensure that the American experiment with democracy continues? • How does civic participation help our democracy evolve? • What are the benefits of civic participation in a democracy?

				<p>important issues at the state, local or national level?</p> <ul style="list-style-type: none"> • Why are issues involving climate change and the environment critical? • How do issues of economic justice involve human rights? 		
Enduring Understandings	<ul style="list-style-type: none"> • Citizenship is a relationship between an individual and a state to which the individual owes allegiance and in turn is entitled to its protection. • Each nation determines the conditions under which it will recognize persons as its citizens, and the conditions under which that status will be extended or withdrawn. • Citizens have additional rights and responsibilities that non-citizens do not possess. 	<ul style="list-style-type: none"> • Local government includes school boards, municipalities, and counties; each with specific authority. • The New Jersey Constitution delegates certain powers and responsibilities to local governments and school boards. • State government includes three branches--executive, legislative and judicial--with separate powers and checks and balances. • Decisions made by local and state governments have enormous impact on our lives. 	<ul style="list-style-type: none"> • Public policy includes the decisions, commitments and actions made by those who hold or affect government positions. • Public policies are often embodied in laws, rules or regulations. • Civil society includes media, voluntary organizations and interest groups, which mediate between individuals and government. • Individuals and civil society can influence public policy outcomes by speaking with their elected representatives and 	<ul style="list-style-type: none"> • Students will identify and discuss a variety of community issues, engaging in comprehensive research and analysis of the issues, utilizing appropriate reading, writing, and informational literacy skills. • Issues will be prioritized based on their scope, duration, impact and feasibility. • Students will appreciate the value of reaching consensus regarding which issue(s) to prioritize. of the issues identified. 	<ul style="list-style-type: none"> • A fully researched and analyzed solution to a contemporary public policy issue helps students to develop important literacy, problem-solving and critical thinking skills. • Developing an action plan to have a public policy solution implemented by an appropriate governmental agency develops civic skills and positive civic attitudes. 	<ul style="list-style-type: none"> • Students will reflect on the value of civic engagement to society and to each individual. • Lifelong citizen engagement and participation in the community is necessary for our democracy to continue. • The cohesiveness of our democratic society today is a product of the contributions of historical and current leaders and citizens.

			lobbying for change.			
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NJSLS

Standards		Critical Knowledge and Skills	Depth of Knowledge
6.3 Active Citizenship in the 21st Century	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.	DOK 4 - Extended Reasoning
	Political and civil institutions impact all aspects of people's lives.	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve	DOK 4 - Extended Reasoning
	In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	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.	DOK 3 - Complex Reasoning
		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	DOK 4 - Extended Reasoning
English Language Arts Companion Standards - History, Social Studies, Science and Technical Subjects	Progress Indicators for Writing History	WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	DOK 4 - Extended Reasoning
		WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.	DOK 3 - Complex Reasoning

Instructional Plan

Formative Assessment Plan	Summative Assessment Plan
Teacher observations during discussions, Writing activities, Performance questions, Oral presentations, Projects, Research reports, Exit slips Examples of Formative Assessments	Quizzes, tests, debates, essays, projects Class Project identifying, researching and proposing a solution to an important public policy issue, such as Project Citizen .

Texts	Supplementary Resources
<p><i>We the People: The Citizen and the Constitution (3rd Edition)</i></p> <ul style="list-style-type: none"> Lesson 28 - What is the relationship of the United States to other nations in the world? Lesson 29 - What are the rights and responsibilities of citizenship? Lesson 30 - How might citizens participate in civic affairs? 	<p>NJ Center for Civics Education - https://civiced.rutgers.edu/civics/middle-school-civics Newsela - Civics and Engaged Citizenship - https://newsela.com/subject/other/2000286073 iCivics - https://icivics.org Stanford History Education Group - https://sheg.stanford.edu/ Learning for Justice (formerly Teaching Tolerance) - https://www.learningforjustice.org/ Facing History and Ourselves - https://www.facinghistory.org/</p>

Instructional Best Practices and Exemplars

[Suggested Practices for Social Studies to engage students in gaining the knowledge, skills and dispositions they need for informed, active citizenship](#)

Topic 1: Human Rights	Topic 2: Why Do We Need Government	Topic 3: The Common Good and Civic Virtue	Topic 4: American Ideals	Topic 5 Civil Discourse and Conflict Resolution	Topic 6: Elections
<ul style="list-style-type: none"> What are natural/human rights? <ul style="list-style-type: none"> NJ Center for Civic Education: WHAT ARE NATURAL/HUMAN RIGHTS? See five-minute video summarizing John Locke’s “revolutionary” ideas about natural rights from the Fraser Institute at Essential John Locke: Natural Freedom and Rights How did the idea of human rights develop? <ul style="list-style-type: none"> Youth for Human Rights: The Background of Human Rights For students who are proficient readers, consider this lesson submitted by a successful middle school 	<ul style="list-style-type: none"> What is the difference between power and authority? <ul style="list-style-type: none"> Center for Civic Education: Why Do We Need Authority? - civiced.org NJ Center for Civic Education: Power and Authority What forms can governments take? What are the advantages and disadvantages of each form of government? <ul style="list-style-type: none"> NJ Center for Civic Education: Comparing forms of government Common Sense: Forms of Government – Teacher-Created Lesson Plan Common Sense Education: Anarchy, Monarchy, 	<ul style="list-style-type: none"> What ideas from the classical republics about the need for civic virtue did the Founders adopt? <ul style="list-style-type: none"> Center for Civic Education: Commitment to the common good (60-sec. podcast) <ul style="list-style-type: none"> National Constitution Center: Civic Virtue, and Why It Matters - National Constitution Center. (article) Center for Civic Education: Lesson 3: What Is a Republican Government? - civiced.org Center for Civic Education: Lesson 3: What Is a Republican Government? - civiced.org (podcast) What is the social contract? 	<ul style="list-style-type: none"> What are ideals? What are practices? <ul style="list-style-type: none"> American Ideals and Practice Flash Cards What are American Ideals? <ul style="list-style-type: none"> Bill of Rights Institute: American Civic Values Facing History: Lesson: Exploring Individual and American Identity Facing History Where do we find our “American Ideals” in our founding documents? <ul style="list-style-type: none"> Link to Constitution at The Constitution (PDF) Choices: Ideals in U.S. Founding Documents - Choices Program NJ Center for Civic Education: American Ideals 	<ul style="list-style-type: none"> What are the sources of conflict? How are conflicts resolved? How can conflicts be resolved peacefully? <ul style="list-style-type: none"> NJ Center for Civic Education: How can conflicts be resolved peacefully? NPR: Conflict-The-Eisenhower-Years-Lesson-1-Complete-LP.pdf What strategies can help incorporate multiple perspectives into civil discourse? <ul style="list-style-type: none"> Learning for Justice: Perspectives for A Diverse America (Identity, Diversity, Justice and Action) Facing History: Fostering Civil Discourse: 	<ul style="list-style-type: none"> Why is voting important? <ul style="list-style-type: none"> iCivics: Voting Matters Activity - Lesson Plan What are voting requirements in New Jersey? <ul style="list-style-type: none"> NJ DOS - Division of Elections - Register to Vote! How do elections work? <ul style="list-style-type: none"> Center for Civic Education: Lesson: Becoming a Voter - civiced.org iCivics: The Electoral Process Lesson Plan iCivics NJ DOS - Division of Elections - Register to Vote! Center for Civic Education: Lesson: Being

<p>civics teacher on the evolution of specific human rights from the Magna Carta to the founding of the American colonies: William Penn - Magna Carta MS Lesson</p> <ul style="list-style-type: none"> • William Penn - Magna Carta MS Lesson What section of Magna Carta did he invoke? How was his trial instrumental in creating the colony of Pennsylvania? What influence did the Magna Carta have on Penn's creation of government in Pennsylvania as evident in The Frame of the Government of the Province of Pennsylvania? • Why did Thomas Jefferson change Locke's "right to life, liberty and property," to "life, liberty and the pursuit of happiness" in the Declaration of Independence? Why is the consent of the governed important to protect human rights? <ul style="list-style-type: none"> ◦ National Archives: Declaration of Independence: A Transcription National Archives ◦ Bill of Rights Institute: Declaration of Independence 	<p>Dictatorship, Oligarchy, Republic, Democracy.</p> <ul style="list-style-type: none"> • What is the "rule of law" and why is it necessary for authority to be legitimate? <ul style="list-style-type: none"> ◦ New Jersey Courts: The Importance of Preserving the Rule of Law ◦ Facing History: The Rule of Law and Why It Matters Facing History ◦ iCivics: Rule of Law Lesson Plan Lesson 	<ul style="list-style-type: none"> ◦ iCivics John Locke Mini-lesson iCivics ◦ NJ Center for Civic Education: Social Contract Theory of Government 	<p>Lesson This lesson will have students identify American ideals located in our founding documents. It is useful preparation for teaching about controversial issues and elections, focusing the lesson on adherence to the ideals expressed in the Constitution and /or Declaration of Independence.</p>	<p>How Do We Talk About Issues That Matter? Facing History and Ourselves</p> <ul style="list-style-type: none"> ◦ Lesson: The Power of Active Listening – StoryCorps • Why is respect for diverse perspectives a crucial component of civil discourse? <ul style="list-style-type: none"> ◦ Choices: Values and Public Policy - Choices Program 	<p>an Informed Voter - civiced.org</p> <ul style="list-style-type: none"> • Who represents me? 12 <ul style="list-style-type: none"> ◦ iCivics: Who Represents Me? ◦ C-Span: Choice Board - Researching Your Members in the US House of Representatives C-SPAN Classroom • What are the responsibilities of elected representatives? <ul style="list-style-type: none"> ◦ Edsitement: The President's Roles and Responsibilities: Understanding the President's Job NEH-Edsitement • How can you evaluate candidates for positions of authority? <ul style="list-style-type: none"> ◦ How well do a political party's views conform with your values? Political Typology Quiz Pew Research Center ◦ Center for Civic Education: How can you choose people for positions of authority? ◦ iCivics: Candidate Evaluation - Lesson Plan
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<p>and Understanding Rights Lesson</p> <ul style="list-style-type: none"> • See the Universal Declaration of Human Rights at Lesson: What is a Right? Facing History 					
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DIFFERENTIATION			
Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> • Differentiated readings or images for students • Allow different levels of readings on historical topics • Provide choice for students regarding primary sources and secondary sources for reading • For DBQs and essays involving historical documents provide sentence starters, cues, prompts, and extra practice time • Modify and accommodate as listed in student's IEP or 504 plan • Prioritize instruction • Teach thoroughly • Utilize wait-time • Ensure directions are clear and concise • Utilize probing and clarifying questions • Ask higher order questions equitably • Support instruction with scaffolding • Model (provide step by step instructions) use of learning strategies • Provide extended time for practice and review of learning strategies 	<ul style="list-style-type: none"> • Denote key ideas and vocabulary such as highlighting or underlining • Limit the number of items on tests or homework • Explain concepts in simple language • Rephrase all directions and content • Make connections for ELL home spoken language with vocabulary • Have students verbally restate and reword directions for activities • Get to know student • Set high expectations • Learn/Utilize/Display some words in student's heritage language • Allow electronic translator • Reword, repeat, and clarify directions • Determine student knowledge and level of understanding • Research instruction that best matches student need 	<ul style="list-style-type: none"> • Work in pairs to practice vocabulary and generate cognates for vocabulary • Students will be asked more concrete historical questions and can complete graphic organizers for DBQ essays • Students will be able to provide alternative versions of historical essays, such as completed audio podcasts or video recordings of themselves • Group students together by ability level to complete examples • Provide additional time and materials to access readings • Pair students heterogeneously when practicing newly introduced vocabulary and homogeneously when practicing previously acquired vocabulary • Evaluate prior content learning from different grade levels and 	<ul style="list-style-type: none"> • Provide enriching vocabulary for fast finishers • Extend history learning opportunities through after school clubs such as History Clubs • Provide independent learning opportunities for students throughout the courses • Expanded perspective based writing activities • Provide different level primary source readings • Follow district G&T Plan for identified students • Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: abstraction, complexity, variety, organization • Products should be modified: real world problems, audiences, deadlines, evaluation,

<ul style="list-style-type: none"> ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics ● NJDOE Resources 	<ul style="list-style-type: none"> ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations.*</p>	<p>adjust student's individual learning</p> <ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank 	<p>transformations</p> <ul style="list-style-type: none"> ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied
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CROSS CURRICULAR RESOURCES

The Amistad Commission's Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills
Technology Infusion	
https://docs.google.com/document/d/1-5e13ajDd9j0WJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing	
Evidence of Student Learning	
<ul style="list-style-type: none"> ● Common benchmark ● Evaluation rubrics ● Self-reflections ● Teacher-student conferences ● Running records ● Students' published pieces ● Unit tests ● Quizzes 	