

**Grade 7 Unit 4: Foundational Concepts and Principals**

Enduring Understandings/Skill Focus	Assessment Plan
<p>The United States of American 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 principals upon which the government of the United States was established.</p> <p><b>Students will consider the following question:</b></p> <p>How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</p>	<p><b>Vocabulary Quiz</b>  <b>Mock Election</b>  <b>Other activities as designed</b></p>
Texts	NJSLA Social Studies Standards
<p><b>Textbook-</b> United States History Beginnings to 1877</p> <p><b>Primary Sources</b></p> <ul style="list-style-type: none"> <li>The United States Constitution</li> </ul> <p><b>Beyond the Bubble</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li><a href="http://www.icivics.org">http://www.icivics.org</a></li> <li><a href="http://www.landmarkcases.org">http://www.landmarkcases.org</a></li> </ul>	<p>6.3.8.CivicsHR.1: Construct an argument as to the source of 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.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>
Writing Tasks	
<p><b>Big Ideas</b></p> <ol style="list-style-type: none"> <li>How can natural/human rights be protected?</li> <li>Why do we need a government?</li> <li>What makes government legitimate?</li> <li>How does the idea of the “common good” give rise to a social contract?</li> <li>What is the proper balance between individual freedom and the common good?</li> </ol>	<p><b>End of Module Task</b></p> <p>Mock Election</p>

<p>6. What is “civic virtue” necessary for a democracy to survive?</p> <p>7. What are American ideals?</p> <p>8. What American ideals are the basis for the American social contract?</p> <p>9. How can conflicts be resolved peacefully in a democratic society?</p> <p>10. Why are active listening and civil discourse about conflicting political ideologies or viewpoints necessary in a democratic society?</p> <p>11. Why is the right to vote critical in a democratic republic?</p>	
SIOP Strategies	Accom/Mod/GT/AT
<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• White Board Response</li> <li>• Cooperative Learning Strategies</li> <li>• Comprehension Strategies</li> <li>• Popcorn Reading</li> </ul>	<p><b><i>Accommodations:</i></b></p> <ul style="list-style-type: none"> <li>• Extended Time for assignments</li> <li>• Re-teaching material</li> <li>• Small group/guided reading groups for comprehension</li> <li>• Homogeneous grouping</li> <li>• Present information in various formats</li> <li>• Graphic organizers for written assignments</li> <li>• Modeling/Examples of fluency and expectations of assignments</li> <li>• Redirection</li> <li>• Break down reading and writing tasks into smaller chunks</li> </ul> <p><b><i>Modifications:</i></b></p> <ul style="list-style-type: none"> <li>• Modify amount of work required</li> <li>• Offer multiple forms of assessment</li> <li>• Differentiate assignments</li> <li>• Allow extended time to complete assignments</li> </ul> <p><b><i>Gifted and Talented/Academically Talented:</i></b></p> <ul style="list-style-type: none"> <li>• Encourage students to explore concepts in depth and encourage independent studies of investigations</li> <li>• Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom.</li> </ul>

		<ul style="list-style-type: none"> <li>• Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning.</li> <li>• Ask students higher level questions that require students to look in to causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.</li> <li>• Allow students to move more quickly through the material.</li> </ul>		
Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21 <sup>st</sup> Century Skills	Academic Vocabulary	
<b>Mathematics:</b> <b>Visual and Performing Arts:</b> <b>Health/PE:</b> <b>World Languages:</b> <b>Language Arts:</b> RI.CR.7.1, RI.CI.7.2, RI.IT.7.3, L.VL.7.3, RI.TS.7.4, RI.PP.7.5, RI.MF.7.6, RI.AA.7.7, SL.II.7.2, SL.PI.7.4, W.WP.7.4. <b>Science:</b> <b>Technology:</b> <b>Career Ready Practices:</b> 9.4.8.CT.3, 9.4.8.DC.7, 9.4.8.IML.14	Substitution: Digital versions of materials are available.  Augmentation: Students prepare, complete, and submit summative assessments using Schoology.  Modification/Redefinition: Students will respond to discussion prompts and make/receive comments using Schoology.	<input type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Economic and Government Influences  <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <i>Students must use problem solving and critical thinking skills in many classroom questions.</i>  <input type="checkbox"/> Life and Career Skills ( <i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i> )  <input checked="" type="checkbox"/> Global and Cultural Awareness	<b>Tier 1</b>	N/A
			<b>Tier 2</b>	<b><i>Academic Vocabulary</i></b> words not in general use, not content specific and appear far more in written texts than in speech  <b><i>Examples in this Unit:</i></b>  <b><i>Examples for Teaching:</i></b> <ul style="list-style-type: none"> <li>• Introduce words during or after text</li> <li>• Student friendly definitions</li> </ul> <b><i>Examples in this Unit</i></b> <ul style="list-style-type: none"> <li>• Distinct</li> <li>• Influence</li> </ul>
		<input type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input type="checkbox"/> Information Literacy	<b>Tier 3</b>	<b><i>Domain-Specific Vocabulary</i></b> <ul style="list-style-type: none"> <li>• words related to a specific content or field of study</li> <li>• students are likely to encounter in the future</li> </ul> <b><i>Examples in this Unit</i></b>

				<ul style="list-style-type: none"> <li>Consent of the governed, dignity, due process, English Bill of Rights, Life, Human Rights, Inalienable, Liberty, Magna Carta, Natural Rights, Property, Rule of Law, Social Contract, Authority, Autocracy, Consent of the governed, Democracy, Dictatorship, Government, Individual Rights, Legitimate, Monarchy, Oligarchy, Order, Popular Sovereignty, Power, Republic, State of Nature,</li> </ul> <p><b><i>Examples for Teaching:</i></b></p> <ul style="list-style-type: none"> <li>Contextualize the words</li> <li>Mental Models</li> </ul>
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#### Learning Map (Pacing Guide)

Week	Text (s)	Learning Outcomes, Topics, and Suggested Activities
1	NJ Center for Civic Education: What are natural/human rights?	Human Rights, Development of human rights,
2	Why do we need a government?	What would life be in a state of nature? Why do we need a government? What is the difference between power and authority? What is “consent of the governed” and how is it demonstrated? What forms can governments take? What are the advantages/disadvantages of each? What is the “rule of law” and why is it necessary for government to be legitimate?
3	Commitment to the common good  Civic Virtue and why it matters  Common Welfare and Civic Virtue Lesson	What ideas from the classical republics about the need for civic virtue did the Founders adopt? What is the social contract? How do we promote the common good?

	<p>Civic Virtue Makes Republican Rule Possible</p> <p>John Locke and the Social Contract</p> <p>What is the “common good”?</p>	
4	<p>American Ideals and Practices Flashcards</p> <p>America’s Civic Values</p> <p>Exploring Individual and American identity</p> <p>The US Constitution</p> <p>Ideals in US Founding Documents</p> <p>Using American Ideals to Teach about Controversial Issues and Elections</p>	<p>What are ideals? What are practices? What are American Ideals? Where do we find our American Ideals in our founding documents?</p>
5	<p>How can conflicts be resolved peacefully? Conflict and its Resolution</p> <p>Civil Conversation and Roleplays</p> <p>Perspectives for a diverse America</p> <p>Fostering Civil Discourse</p> <p>Story Corps Active Listening Activity</p> <p>Value and Public Policy</p>	<p>What are the sources of conflict? How are conflicts resolved? How can conflicts be resolved peacefully? What strategies can help to encourage civil discourse regarding controversial issues? What strategies can help incorporate multiple perspectives into civil discourse? Why is respect for diverse perspectives a crucial component of civil discourse?</p>
6	<p>Voting Matters</p> <p>NJ State Department- Elections</p>	<p>Why is voting important? What are the voting requirements in the State of New Jersey? How do elections work? Who represents me? 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?</p>

	<p>Becoming a voter</p> <p>The electoral process</p> <p>Being an informed voter</p> <p>Who represents me?</p> <p>President's role and responsibilities</p> <p>Media literacy</p> <p>Digital and Civic Literacy</p> <p>How to spot fake news</p> <p>How can you choose people for positions of authority?</p> <p>How can we evaluate candidates for positions of authority?</p>	
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