

Enduring Understandings/Skill Focus	Assessment Plan
<p>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.</p> <p>Students will consider the following question:</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>As a performance assessment, engage your students in a Simulated Federal Convention as participants from the 12 states represented in Philadelphia in 1787 to appreciate the need for compromise and the compromises made. One possibility is to focus on the role of New Jersey’s 14 delegates regarding the debate over representation. Another more sophisticated activity focuses on the issue of slavery at the Federal Convention. (3 days)</p>
Texts	NJSLA Social Studies Standards
<p>Textbook- United States History Beginnings to 1877</p> <p>Primary Sources</p> <ul style="list-style-type: none"> • The Articles of Confederation • The Declaration of Independence • The United States Constitution <p>Beyond the Bubble</p> <ul style="list-style-type: none"> • None <p>Other Materials</p> <ul style="list-style-type: none"> • http://www.edsitement.neh.gov • http://www.icivics.org • http://www.landmarkcases.org • http://www.docsteach.org • http://civicsed.rutgers.edu • http://www.uscourts.gov • http://guides.loc.gov • https://civiced.rutgers.edu • https://www.njlm.org/ • https://www.njsba.org/ • https://nj.gov/ 	<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. CivicsPD.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.7: Compare how ideas become laws at the local, state, and national level.</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>6.1.8. CivicsPI.3. b: 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>

- <https://njstatehousetours.org/>
- <https://constitutingamerica.org>
- <https://constitutioncenter.org/>
- <https://www.senate.gov/>
- <https://www.choices.edu/>

Writing Tasks

Big Ideas

1. Why was the Declaration of Independence written and what did it say?
2. What was wrong with the Articles of Confederation?
3. How many representatives should each state have?
4. Why did the founders create three branches of government?
5. What are the powers, responsibilities, limits, and role of the Congress? How do the three branches of government interact?
6. How does a bill become a law?
7. What are the powers, responsibilities, limits, and role of the President?
8. How does Judicial Review function?
9. How and why is federalism a key part of the structure of U.S. government?
10. How has federalism changed over time?
11. Did the Constitution need a Bill of Rights?
12. Compromise at the Convention: Why did James Madison change his mind?
13. How does the Bill of Rights protect rights?

As a performance assessment, engage your students in a Simulated Federal Convention as participants from the 12 states represented in Philadelphia in 1787 to appreciate the need for compromise and the compromises made. One possibility is to focus on the role of New Jersey's 14 delegates regarding the debate over representation. Another more sophisticated activity focuses on the issue of slavery at the Federal Convention. (3 days)

<p>14. How does the Bill of Rights ensure that fundamental human rights are protected?</p> <p>15. How is the Constitution Amended? Why did the founders make the amendment process difficult?</p> <p>16. What are ideals? What are practices? What are American civic ideals?</p>	
SIOP Strategies	Accom/Mod/GT/AT
<ul style="list-style-type: none"> • Think-Pair-Share • White Board Response • Cooperative Learning Strategies • Comprehension Strategies • Popcorn Reading 	<p><i>Accommodation:</i></p> <ul style="list-style-type: none"> • Extended Time for assignments • Re-teaching material • Small group/guided reading groups for comprehension • Homogeneous grouping • Present information in various formats • Graphic organizers for written assignments • Modeling/Examples of fluency and expectations of assignments • Redirection • Break down reading and writing tasks into smaller chunks <p><i>Modifications:</i></p> <ul style="list-style-type: none"> • Modify amount of work required • Offer multiple forms of assessment • Differentiate assignments • Allow extended time to complete assignments <p><i>Gifted and Talented/Academically Talented:</i></p> <ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies of investigations • Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom. • Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning. • Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. • Allow students to move more quickly through the material.

Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21 st Century Skills	Academic Vocabulary	
Mathematics: Visual and Performing Arts: Health/PE: World Languages: Language Arts: 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. Science: Technology: Career Ready Practices: 9.4.8.CT.3	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 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	Tier 1	N/A
			Tier 2	<i>Academic Vocabulary</i> words not in general use, not content specific and appear far more in written texts than in speech <i>Examples in this Unit:</i> <i>Examples for Teaching:</i> <ul style="list-style-type: none"> Introducing words during or after text Student friendly definitions <i>Examples in this Unit</i> <ul style="list-style-type: none"> Distinct Influence
		<input type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input type="checkbox"/> Information Literacy	Tier 3	<i>Domain-Specific Vocabulary</i> <ul style="list-style-type: none"> words related to a specific content or field of study students are likely to encounter in the future <i>Examples in this Unit</i> <ul style="list-style-type: none"> 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,

				<p>Consent of the governed, Democracy, Dictatorship, Government, Individual Rights, Legitimate, Monarchy, Oligarchy, Order, Popular Sovereignty, Power, Republic, State of Nature,</p> <p>Examples for Teaching:</p> <ul style="list-style-type: none"> Contextualize the words Mental Models
--	--	--	--	--

Learning Map (Pacing Guide)

Week	Text (s)	Learning Outcomes, Topics, and Suggested Activities
1	Declaration of Independence	<p>Why was the Declaration of Independence written and what did it say?</p> <p>Edsitement: The Argument of the Declaration of Independence OR o National Archives: Excerpts from the Declaration of Independence OR o National Archives: To Sign or Not to Sign</p>
2	Articles of Confederation	<p>What was wrong with the Articles of Confederation?</p> <p>iCivics Lesson: Wanted: A Just Right Government OR o Edsitement: The Road to the Constitutional Convention</p>
3	US Constitution and the Bill of Rights	<p>The question of representation at the Federal Convention</p> <p>NJ Center for Civic Education: New Jersey and the Federal Convention</p>
4	US Constitution and the Bill of Rights	<p>Three Branches of Government</p> <p>Why did the founders create three branches of government? o Civics WebQuest: The Constitution: Rules for Running a Country 3 □ What are the powers, responsibilities, limits, and role of the Congress? How do the three branches of government interact? Separation of Powers and Checks and Balances o Edsitement: Balancing the Three Branches OR o National Archives: Checks and Balances in Action and Separation of Powers or Shared Powers □ How does a bill become a law? o iCivics: Legislative Branch OR o National Archives: Congress in Article I of the Constitution OR The Legislative Process: Congress at Work □ What are the powers, responsibilities, limits and role of the President? o iCivics: Executive Branch OR A Very Big Branch OR Executive Command □ How does Judicial Review function? o U.S. Courts: About the</p>

		Supreme Court o Library of Congress: Marbury v. Madison o iCivics: Judicial Branch OR o Edsitement: The Judicial Power of the United States
5		<p>Federalism</p> <p>How and why is federalism a key part of the structure of U.S. government? o iCivics: The “Federal” in Federalism OR o National Archives: Understanding Federalism <input type="checkbox"/> How has federalism changed over time? o NJ Center for Civic Education: Federalism: Should Management of Elections be left to the states?</p>
6	NJ State Constitution	<p>State and Local Government</p> <p>New Jersey State government: Governor, Legislature and Judiciary <input type="checkbox"/> New Jersey municipal government <input type="checkbox"/> New Jersey school districts <input type="checkbox"/> New Jersey counties <input type="checkbox"/> State House Tour has a variety of resources available to teachers, such as how a bill becomes a law in New Jersey) in addition to a one-hour tour of the State House.</p>
7	The Bill of Rights	<p>The Bill of Rights</p> <p>Did the Constitution need a Bill of Rights? o iCivics: Federalists and Antifederalists views OR o NJ Center for Civic Education: Federalists and Anti-Federalists <input type="checkbox"/> Compromise at the Convention: Why did James Madison change his mind? o Constituting America: Why did James Madison change his mind? 4 <input type="checkbox"/> How does the Bill of Rights protect rights? o National Constitution Center: Eight basic facts about the Bill of Rights OR o National Archives: The Bill of Rights: What Does it Say? • How does the Bill of Rights ensure that fundamental human rights are protected? o iCivics Lesson: You've Got Rights! OR iCivics Game: Do I Have a Right? OR Amendment Mini-Lesson <input type="checkbox"/> How is the Constitution Amended? Why did the founders make the amendment process difficult? o U.S. Senate: Amending the Constitution OR o National Park Service: Amending the Constitution</p>
8		<p>American Civic Ideals</p> <p>Choices: Ideals in U.S. Founding Documents OR o NJ Center for Civic Education: What are American Civic Ideals?</p>