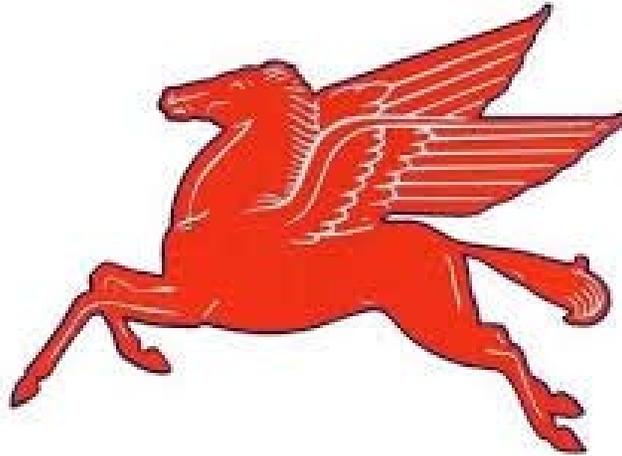


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Civics Grade 8

UPDATED AUGUST 2015

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: September 2015

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Paulsboro Public Schools

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Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Introduction/Philosophy

The Paulsboro Public Schools are committed to providing all students with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of Social Studies focuses on the deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Classroom instruction will include the natural integration of technology, which will allow our 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 Paulsboro Public School District is committed to providing authentic learning experiences that enable our students to apply content knowledge, develop citizenship skills, and collaborate with other students to prepare them for the 21st Century workplace. This curriculum guide is designed to be a resource for staff members and to provide guidance in the planning, delivery, and assessment of Social Studies instruction.

Goals

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Educational Goals (Taken From NJCCCS)

6.1 U.S. History: America in the World- All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible

6.3 Active Citizenship in the 21st Century- All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Four strands frame the content within each standard:

- (A) Civics, Government, and Human Rights
- (B) Geography, People, and the Environment
- (C) Economics, Innovation, and Technology
- (D) History, Culture, and Perspectives

New Jersey State Department of Education

21st Century College and Career Readiness Standards

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

<http://www.state.nj.us/education/cccs/2014/career/>

Scope and Sequence

Quarter 1 - Grade 8

Big Idea: Democracy in America

I. We the People

- a. Civics in Our Lives
- b. Who are US Citizens?
- c. The American People Today

II. Foundations of American Government

- a. Colonial America
- b. The Declaration of Independence
- c. American Revolution
- d. Articles of Confederation

III. The US Constitution

- a. Constitutional Convention and ideals of the Constitution
- b. Three Branches of Government
- c. Flexibility of the Constitution - Living Document

IV. Rights and Responsibilities

- a. Bill of Rights
- b. Duties and responsibilities of citizens

Scope and Sequence

Quarter 2 - Grade 8

Big Idea: The Federal Government

I. The Legislative Branch

- a. The Senate and House of Representatives
- b. How Congress is Organized
- c. The Powers of Congress
- d. How a Bill Becomes Law

II. The Executive Branch

- a. The Presidency
- b. Powers of the President
- c. Executive Departments and the President's Cabinet
- d. Other agencies that fall under Executive Branch

III. The Judicial Branch

- a. Role of the Judicial Branch
- b. The Federal Court System
- c. Supreme Court
- d. Supreme Court Cases

Scope and Sequence

Quarter 3 - Grade 8

Big Idea: State and Local Governments

I. State Governments

- a. The Role of State Government
- b. State Legislatures
- c. The State Executive Branch
- d. The State Court System

II. Local Governments

- a. Various Types of Local Governments
- b. Role of Local Governments
- c. How Government units work together

Big Idea: The Citizen in the Government

I. Electing Leaders

- a. Two Party System
- b. The Right to Vote
- c. Nominating and Electing Leaders

II. The Political System

- a. Shaping Public Opinion
- b. Interest Groups
- c. Taking Part in Government

Scope and Sequence

Quarter 4 - Grade 8

Big Idea: The Citizen in the Government (Continued)

- III. Paying for Government**
 - a. Raising money
 - b. Types of taxes
 - c. Managing the country's money

Big Idea: The Citizen in Society

- I. Citizenship in the community**
 - a. Types of communities
 - b. Purpose of communities
 - c. Citizens serving in communities
- II. Citizenship and the Law**
 - a. Crime in the U.S.
 - b. The Criminal Justice System
 - c. Juvenile Law

CIVICS - QUARTER I

Big Idea: Democracy in America

Topic: Foundations of American Government, The US Constitution, Rights & Responsibilities of a citizen

Standards:

6.1.8.A.1.a -- Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.8.A.2.a -- Determine the roles of religious freedom and participatory government in various North American colonies.

6.1.8.A.2.b-- Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.

6.1.8.A.3.a-- Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.A.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.

6.1.8.A.3.c-- Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

GOAL

Explain the role of government in everyday life, understand the history of our country's government, describe the principles in the Constitution, discuss the freedoms guaranteed by the Bill of Rights, and know the difference between the duties and responsibilities of citizens.

Essential Questions

1. Why do we have government?
2. What is freedom?
3. How does the US Constitution continue to work?
4. How has American identity evolved over time?

Assessments

Tests
Quizzes
Projects
Presentations
Booklets
Essays

Enduring Understanding

- A. Civics, Government, and Human Rights**
- B. Geography, People, and the Environment**
- C. Economics, Innovation, and Technology**
- D. History, Culture, and Perspectives**

Resources

Textbooks and associated resources
School library resources
History.com
Maps/ globes
Youtube.com
Movie clips
Bright Links Resources
Supplemental materials aligned to the Common Core Standards

CIVICS - QUARTER I

Big Idea: Democracy in America

Topic: Foundations of American Government, The US Constitution, Rights & Responsibilities of a citizen

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p>6.1.8.A.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.A.3.g-- Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p>6.1.8.D.3.b-- Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.4.D.14-- Trace how the American identity evolved over time.</p> <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none">• CRP4• CRP5• CRP7• CRP8• CRP11• CRP12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none">• WHST.6-8.2		

CIVICS - QUARTER II

Big Idea: The Federal Government

Topic: Legislative Branch, Executive Branch, & Judicial Branch

<p>Standards:</p> <p>6.1.4.A.4-- Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.</p> <p>6.1.4.A.5-- Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.3.8.A.2--Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</p> <p>Career Ready Practices</p> <ul style="list-style-type: none"> • CRP4 • CRP5 • CRP7 • CRP8 • CRP11 • CRP12 <p>English/Language Arts Standards</p> <ul style="list-style-type: none"> • RI.8.10 • W.8.3 	GOAL	
	Identify the structure and functions of the legislative branch, analyze the duties, qualifications, and powers of the president and other members of the executive branch, and recognize the structure and authority of federal courts and relate Supreme Court decisions to the United States Constitution.	
	Essential Questions	Assessments
	<ol style="list-style-type: none"> 1. What are the roles and responsibilities of each branch of the Federal Government? 2. What happens if the branches of government disagree? 	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Presentations</p> <p>Booklets</p> <p>Essays</p>
	Enduring Understanding	Resources
<p>A. Civics, Government, and Human Rights</p> <p>B. Geography, People, and the Environment</p> <p>C. Economics, Innovation, and Technology</p> <p>D. History, Culture, and Perspectives</p>	<p>Textbooks and associated resources</p> <p>School library resources</p> <p>History.com</p> <p>Maps/ globes</p> <p>Youtube.com</p> <p>Movie clips</p> <p>Bright Links Resources</p> <p>Supplemental materials aligned to the Common Core Standards</p>	

CIVICS - QUARTER III

Big Idea: State & Local Governments

Topic: The Role of State & Local Government, The Prganization of State Government, Various types of Local Governments

<p>Standards:</p> <p>6.1.4.A.6-- Explain how national and state governments share power in the federal system of government.</p> <p>6.1.4.A.8-- Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</p> <p>6.3.8.A.2--Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</p> <p>6.3.8.D.1--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><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> CRP4, CRP6, CRP7, CRP8, CRP11, CRP12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> W.3.2 	GOAL	
	Explain the powers and responsibilities of state governments, identify various systems of local government, and recognize how state and local government deal with community issues.	
	Essential Questions	Assessments
	<ol style="list-style-type: none"> What does government do for us (At the state level? Local level?) How are conflicting points of view addressed in a democratic society? Why does State and National government share power? How is it decided who does what? 	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Presentations</p> <p>Booklets</p> <p>Essays</p>
Enduring Understanding		Resources
<p>A. Civics, Government, and Human Rights</p> <p>B. Geography, People, and the Environment</p> <p>C. Economics, Innovation, and Technology</p> <p>D. History, Culture, and Perspectives</p>		<p>Textbooks and associated resources</p> <p>School library resources</p> <p>History.com</p> <p>Maps/ globes</p> <p>Youtube.com</p> <p>Movie clips</p> <p>Bright Links Resources</p> <p>Supplemental materials aligned to the Common Core Standards</p>

CIVICS - QUARTER III

Big Idea: The Citizen in the Government

Topic: Electing Leaders, Paying for Government, Political Parties/Interest Groups

Standards:

6.1.8.A.3.e-- Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.

6.1.8.A.3.f-- Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

9.2.12.F.7 -- Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.

9.2.12.F.2-- Summarize the concept and types of taxation used to fund public initiatives.

6.3.8.A.1--Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

Career Ready Practices

- CRP4, CRP6, CRP7, CRP8, CRP11, CRP12

English/Language Arts Standards

- W.3.2

GOAL

Identify the origin, structure, function and types of US political parties, explain voting requirements and responsibilities in elections at the local, county, state and national levels, and recognize the influence of individual voters and political parties on American government.

Essential Questions

1. Why do we pay taxes?
2. What do political parties do?
3. How are leaders nominated?
Elected?

Assessments

Tests
Quizzes
Projects
Presentations
Booklets
Essays
Discussion

Enduring Understanding

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspectives

Resources

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CIVICS - QUARTER IV

Big Idea: Citizenship in Society

Topic: Serving the Community, Criminal Justice System, Juvenile Law

Standards:

9.2.4.F.1-- Demonstrate an understanding of individual financial obligations and community financial obligations.

6.3.12.D.1--Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.

6.3.8.A.1--Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

Career Ready Practices

- CRP4, CRP6, CRP7, CRP8, CRP11, CRP12

English/Language Arts Standards

W.3.1

GOAL

Describe how law systems have developed over time and state the legal rights and responsibilities of Americans, explain the differences between civil cases and criminal cases, discuss the rights the Constitution grants to those who are accused of a crime, and explain the challenges Americans face with the development of technology.

Essential Questions

1. What does it mean to be a good citizen?
2. What are some ways you can participate in government?
3. Why do we have laws?

Assessments

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Quizzes
Projects
Presentations
Booklets
Essays
Discussion

Enduring Understanding

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspectives

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CIVICS

COURSE BENCHMARKS

1. Explain the role of government in everyday life, understand the history of our country's government, describe the principles in the Constitution, discuss the freedoms guaranteed by the Bill of Rights, and know the difference between the duties and responsibilities of citizens.
2. Identify the structure and functions of the legislative branch, analyze the duties, qualifications, and powers of the president and other members of the executive branch, and recognize the structure and authority of federal courts and relate Supreme Court decisions to the United States Constitution.
3. Explain the powers and responsibilities of state governments, identify various systems of local government, and recognize how state and local government deal with community issues.
4. Identify the origin, structure, function and types of US political parties, explain voting requirements and responsibilities in elections at the local, county, state and national levels, and recognize the influence of individual voters and political parties on American government.
5. Describe how law systems have developed over time and state the legal rights and responsibilities of Americans, explain the differences between civil cases and criminal cases, discuss the rights the Constitution grants to those who are accused of a crime, and explain the challenges Americans face with the development of technology.