

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*William Allen III Middle School  
Social Studies*

**Civics  
8th Grade**

**Date : Summer 2023**

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## **Course Description and Fundamental Concepts**

In eighth grade, students will learn what it means to be an effective and responsible member of 21st century American society. The Civics course is designed to help students acquire knowledge about American and global citizenship through the study of government and history. The goal of this course is to educate, challenge, and inspire our youth to perform political and social responsibilities of an active citizen. Areas of study in this course include: role and responsibilities of American citizenship; the American Revolution; the creation of the Constitution of the United States; the structure of Constitutional government, legislative, executive, and judicial branch; a comparative analysis through Holocaust studies; financial citizenship; and government response to crisis and protest movements. Students will also foster the necessary skills to be a productive citizen such as research, discussion, public speaking, public policymaking, and historical empathy.

## New Jersey Student Learning Standards (NJSLS)

### **Subject/Content Standards**

*Include grade-appropriate subject/content standards that will be addressed*

### **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.

<b>Core Idea</b>	<b>Performance Expectations</b>
Political and civil institutions impact all aspects of people’s lives.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</li> </ul>
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> <li>• 6.1.8.CivicsPI.3.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.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

Core Idea	Performance Expectations
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	<ul style="list-style-type: none"> <li>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).</li> </ul>
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none"> <li>6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</li> <li>6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.</li> </ul>
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none"> <li>6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.</li> </ul>
Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"> <li>6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.</li> </ul>
Chronological sequencing helps us understand the interrelationship of historical events.	<ul style="list-style-type: none"> <li>6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years' War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</li> <li>6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</li> </ul>
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> <li>6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.</li> </ul>
Political, economic, social, and cultural factors both change and stay the same over time.	<ul style="list-style-type: none"> <li>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.</li> </ul>

<p>Historical contexts and events shaped and continue to shape people’s perspectives.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</li> <li>• 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.</li> </ul>
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Core Idea	Performance Expectations
<p>Examining historical sources may answer questions but may also lead to more questions.</p>	<ul style="list-style-type: none"> <li>• 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</li> </ul>
<p>Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.</p>	<ul style="list-style-type: none"> <li>• 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</li> </ul>

#### 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.

Core Idea	Performance Expectations
<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>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface.	<ul style="list-style-type: none"> <li>• 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.</li> </ul>
Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	<ul style="list-style-type: none"> <li>• 6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</li> <li>• 6.1.8.EconET.4.b: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</li> </ul>
A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.	<ul style="list-style-type: none"> <li>• 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</li> </ul>

<b>Core Idea</b>	<b>Performance Expectations</b>
	<ul style="list-style-type: none"> <li>• 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.</li> </ul>
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> <li>• 6.1.8.HistoryCC.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</li> <li>• 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</li> <li>• 6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</li> <li>• 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.</li> </ul>

### **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.



Core Idea	Performance Expectations
<p>Historical events may have single, multiple, and direct and indirect causes and effects.</p>	<ul style="list-style-type: none"> <li>• 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.</li> <li>• 6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.</li> <li>• 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.</li> </ul>
<p>Historical contexts and events shaped and continue to shape people’s perspectives.</p>	<ul style="list-style-type: none"> <li>• 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</li> <li>• 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.</li> <li>• 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</li> </ul>
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</li> </ul>

Core Idea	Performance Expectations
	<ul style="list-style-type: none"> <li>• 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.</li> <li>• 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.</li> </ul>

## 6.3 Active Citizenship in the 21<sup>st</sup> Century

### Civics, Government, and Human Rights: Civic and Political Institutions

Core Idea	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	<ul style="list-style-type: none"><li>• 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why the government is necessary, and the purposes government should serve.</li></ul>
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"><li>• 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</li><li>• 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</li><li>• 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.</li></ul>

### Civics, Government, and Human Rights: Participation and Deliberation

Core Idea	Performance Expectations
Civic participation and deliberation are the responsibility of every member of society.	<ul style="list-style-type: none"><li>• 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</li><li>• 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.</li></ul>
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.	<ul style="list-style-type: none"><li>• 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.</li></ul>

### Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
<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>	<ul style="list-style-type: none"> <li>• 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</li> <li>• 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</li> <li>• 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.</li> </ul>

### Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea	Performance Expectations
<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</li> <li>• 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</li> <li>• 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.</li> <li>• 6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</li> <li>• 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</li> </ul>

## Civic Financial Responsibility

Core Ideas	Performance Expectations
Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.	<ul style="list-style-type: none"> <li>9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.</li> </ul>
Individuals can use their talents, resources, and abilities to give back.	<ul style="list-style-type: none"> <li>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</li> </ul>
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	<ul style="list-style-type: none"> <li>9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.</li> <li>9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.</li> </ul>

## Credit and Debt Management

Core Ideas	Performance Expectations
There are strategies to increase your savings and limit debt.	<ul style="list-style-type: none"> <li>9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.</li> <li>9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.</li> </ul>
Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.	<ul style="list-style-type: none"> <li>9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs.</li> <li>9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).</li> </ul>

## Credit Profile

Core Ideas	Performance Expectations
There are strategies to build and maintain a good credit history.	<ul style="list-style-type: none"> <li>• 9.1.8.CP.1: Compare prices for the same goods or services.</li> <li>• 9.1.8.CP.2: Analyze how spending habits affect one’s ability to save.</li> <li>• 9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.</li> <li>• 9.1.8.CP.4: Summarize borrower’s credit report rights.</li> </ul>
Credit history affects personal finances.	<ul style="list-style-type: none"> <li>• 9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.</li> </ul>

## Economic and Government Influences

Core Ideas	Performance Expectations
Taxes affect one’s personal finances.	<ul style="list-style-type: none"> <li>• 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income</li> <li>• 9.1.8.EG.2: Explain why various sources of income are taxed differently.</li> </ul>
There are government agencies and policies that affect the financial industry and the broader economy.	<ul style="list-style-type: none"> <li>• 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.</li> <li>• 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.</li> <li>• 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.</li> <li>• 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.</li> <li>• 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.</li> </ul>

	<ul style="list-style-type: none"> <li>• 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.</li> </ul>
There are procedures required to take advantage of consumer protection laws and assistance programs.	<ul style="list-style-type: none"> <li>• 9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.</li> </ul>

### Financial Institutions

Core Ideas	Performance Expectations
There are a variety of factors that influence how well suited a financial institution and/or service will be in meeting an individual's financial needs.	<ul style="list-style-type: none"> <li>• 9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.</li> <li>• 9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).</li> <li>• 9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.</li> <li>• 9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.</li> </ul>

### Financial Psychology

Core Ideas	Performance Expectations
An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.	<ul style="list-style-type: none"> <li>• 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.</li> <li>• 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.</li> <li>• 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).</li> <li>• 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.</li> </ul>

	<ul style="list-style-type: none"> <li>• 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.</li> </ul>
Marketing techniques are designed to encourage individuals to purchase items they may not need or want.	<ul style="list-style-type: none"> <li>• 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.</li> <li>• 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.</li> </ul>

### Planning and Budgeting

Core Ideas	Performance Expectations
A budget aligned with an individual's financial goals can help prepare for life events.	<ul style="list-style-type: none"> <li>• 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.</li> <li>• 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.</li> <li>• 9.1.8.PB.3: Explain how to create budget that aligns with financial goals.</li> <li>• 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).</li> </ul>
Goals (e.g., higher education, autos, and homes, retirement), affect your finances.	<ul style="list-style-type: none"> <li>• 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.</li> <li>• 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.</li> </ul>
There are strategies to decrease and manage expenses.	9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

## Risk Management and Insurance

Core Ideas	Performance Expectations
Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.	<ul style="list-style-type: none"> <li>• 9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed.</li> <li>• 9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss. •</li> <li>9.1.8.RM.3: Evaluate the need for different types of warranties.</li> </ul>
Insurance can protect your personal finances.	9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection.

### English Companion Standards

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>RH.6-8.1.</b>	Cite specific textual evidence to support analysis of primary and secondary sources.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>RH.6-8.2.</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
5, 6, 7, 11	<b>RH.6-8.3.</b>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>RH.6-8.4.</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.



1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>RH.6-8.5.</b>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>RH.6-8.6.</b>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>RH.6-8.7.</b>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>RH.6-8.8.</b>	Distinguish among fact, opinion, and reasoned judgment in a text.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>RH.6-8.9.</b>	Analyze the relationship between a primary and secondary source on the same topic.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>RH.6-8.10.</b>	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>WHST.6-8.1.</b>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>D. Establish and maintain a formal/academic style, approach, and form.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>

<p><b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b></p>	<p><b>WHST.6-8.2.</b></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.</li> <li>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal/academic style, approach, and form.</li> <li>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<p><b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b></p>	<p><b>WHST.6-8.4.</b></p>	<p>Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p>
<p><b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b></p>	<p><b>WHST.6-8.5.</b></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
<p><b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b></p>	<p><b>WHST.6-8.6.</b></p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b></p>	<p><b>WHST.6-8.7.</b></p>	<p>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.</p>

1, 2, 3, 4, 5, 6, 7, 8, 9, 10	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.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))**

List appropriate units below for which standards will be addressed

By Grade 8		
	Core Idea	Standard / Description
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<p><b>9.2.8.CAP.1:</b> Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p><b>9.2.8.CAP.2:</b> Develop a plan that includes information about career areas of interest.</p> <p><b>9.2.8.CAP.3:</b> Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p><b>9.2.8.CAP.4:</b> Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p>

	<p>Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.</p>	<p><b>9.2.8.CAP.5:</b> <i>Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</i></p>
	<p>Early planning can provide more options to pay for postsecondary training and employment.</p>	<p><b>9.2.8.CAP.6:</b> <i>Compare the costs of postsecondary education with the potential increase in income from a career of choice.</i></p> <p><b>9.2.8.CAP.7:</b> <i>Devise a strategy to minimize costs of postsecondary education.</i></p> <p><b>9.2.8.CAP.8:</b> <i>Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</i></p> <p><b>9.2.8.CAP.9:</b> <i>Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</i></p>
	<p>There are a variety of resources available to help navigate the career planning process.</p>	<p><b>9.2.8.CAP.10:</b> <i>Evaluate how careers have evolved regionally, nationally, and globally.</i></p> <p><b>9.2.8.CAP.11:</b> <i>Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</i></p> <p><b>9.2.8.CAP.12:</b> <i>Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</i></p>
	<p>Employee benefits can influence your employment choices.</p>	<p><b>9.2.8.CAP.13:</b> <i>Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</i></p> <p><b>9.2.8.CAP.14:</b> <i>Evaluate sources of income and alternative resources to accurately compare employment options.</i></p>
	<p>Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income</p>	<p><b>9.2.8.CAP.15:</b> <i>Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</i></p> <p><b>9.2.8.CAP.16:</b> <i>Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</i></p> <p><b>9.2.8.CAP.17:</b> <i>Prepare a sample resume and cover letter as part of an application process.</i></p>

		<p><b>9.2.8.CAP.18:</b> Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p><b>9.2.8.CAP.19:</b> Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p>
	There are resources to help an individual create a business plan to start or expand a business.	<b>9.2.8.CAP.20:</b> Identify the items to consider when estimating the cost of funding a business.

### Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	Core Idea	Standard / Description
Unit 10	<p><b>Creativity and Innovation:</b> Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p>	<p><b>9.4.8.CI.1:</b> Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</p> <p><b>9.4.8.CI.2:</b> Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</p> <p><b>9.4.8.CI.3:</b> Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</p> <p><b>9.4.8.CI.4:</b> Explore the role of creativity and innovation in career pathways and industries</p>
Unit 6, 10	<p><b>Critical Thinking and Problem-solving:</b> Multiple solutions often exist to solve a problem.</p>	<p><b>9.4.8.CT.1:</b> Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</p> <p><b>9.4.8.CT.2:</b> Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p>

Unit 6, 10	<p><b>Critical Thinking and Problem-solving:</b> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p>	<p><i>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</i></p>
	<p><b>Digital Citizenship:</b> Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.</p>	<p><i>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</i>  <i>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</i></p>
	<p><b>Digital Citizenship:</b> There are tradeoffs between allowing information to be public and keeping information private and secure.</p>	<p><i>9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</i></p>
	<p><b>Digital Citizenship:</b> Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.</p>	<p><i>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</i>  <i>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</i>  <i>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</i></p>
	<p><b>Digital Citizenship:</b> Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.</p>	<p><i>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</i></p>
	<p><b>Digital Citizenship:</b> Digital technology and data can be leveraged by communities to address effects of climate change.</p>	<p><i>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</i></p>
	<p><b>Global and Cultural Awareness:</b> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</p>	<p><i>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</i>  <i>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</i></p>

Unit 5, 7, 9	<p><b>Information and Media Literacy:</b> Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</p>	<p><i>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</i></p> <p><i>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</i></p>
Unit 6, 7, 10	<p><b>Information and Media Literacy:</b> Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</p>	<p><i>9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</i></p> <p><i>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</i></p> <p><i>9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.</i></p>
Unit 5, 6, 7	<p><b>Information and Media Literacy:</b> The mode of information can convey a message to consumers or an audience.</p>	<p><i>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</i></p>
Unit 7, 10	<p><b>Information and Media Literacy:</b> Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p><i>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</i></p> <p><i>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</i></p>
Unit 5	<p><b>Information and Media Literacy:</b> There are ethical and unethical uses of information and media.</p>	<p><i>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</i></p> <p><i>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</i></p> <p><i>9.4.8.IML.11: Predict the personal and community impact of online and social media activities</i></p>

Unit 7, 10	<p><b>Information and Media Literacy:</b> There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.</p>	<p><b>9.4.8.IML.12:</b> Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</p> <p><b>9.4.8.IML.13:</b> Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</p> <p><b>9.4.8.IML.14:</b> Analyze the role of media in delivering cultural, political, and other societal messages.</p> <p><b>9.4.8.IML.15:</b> Explain ways that individuals may experience the same media message differently.</p>
Unit 7, 10	<p><b>Technology Literacy:</b> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</p>	<p><b>9.4.8.TL.1:</b> Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.</p> <p><b>9.4.8.TL.2:</b> Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p><b>9.4.8.TL.3:</b> Select appropriate tools to organize and present information digitally.</p> <p><b>9.4.8.TL.4:</b> Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).</p>
	<p><b>Technology Literacy:</b> Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</p>	<p><b>9.4.8.TL.5:</b> Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</p> <p><b>9.4.8.TL.6:</b> Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>

**Interdisciplinary Connections ([2020 NJSLs](#))**

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

**Visual & Performing Arts Integration ([Standard 1](#))**

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
	Creating	<p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p>



<p>Opportunities to evaluate or create content-specific artwork exist throughout each unit, including but not limited to: Emma Lazarus' <i>New Colossus</i> poem, John Gast's <i>American Progress</i> painting, and <i>Hamilton: The Musical</i>.</p>	<p><b>Performing/ Presenting/ Producing</b></p>	<p><i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i></p> <p><i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i></p> <p><i>Anchor Standard 6: Conveying meaning through art.</i></p>
	<p><b>Responding</b></p>	<p><i>Anchor Standard 7: Perceiving and analyzing products.</i></p> <p><i>Anchor Standard 8: Applying criteria to evaluate products.</i></p> <p><i>Anchor Standard 9: Interpreting intent and meaning.</i></p>
	<p><b>Connecting</b></p>	<p><i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i></p> <p><i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i></p>

**Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion, Asian Americans and Pacific Islanders Laws:**

Unit Addressed	Performance Expectations
<p>1, 2, 3, 4</p>	<p><b>Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12)</b>            Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.            The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</p>
<p>4, 10</p>	<p><b>Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12)</b>            Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>

<p>6, 8, 9</p>	<p><b>Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35 (Grades 6 -12)</b>  A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards</p>
<p>6, 8, 9</p>	<p><b>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12)</b>  Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>
<p>8, 9</p>	<p><b>Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44 (Grades K-12)</b>  A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.</p>

**Pacing Guide** (All Dates are approximate based on the school calendar)

<b>Unit/ Topic</b>	<b>Month</b> (w/Approx number of Teaching Days)
<b>Unit 1: American Revolution</b> <b>Personal Financial Literacy (2-3 days)</b>	<b>September</b> (~20 days)
<b>Unit 2: New Nation</b> <b>Personal Financial Literacy (2-3 days)</b>	<b>October</b> (~20 days)
<b>Unit 3: Early Republic</b> <b>Personal Financial Literacy (2-3 days)</b>	<b>November</b> (~20 days)
<b>Unit 4: Civil War &amp; Reconstruction</b> <b>Personal Financial Literacy (2-3 days)</b>	<b>December</b> (~15 days)
<b>Unit 5: Democratic Principles &amp; Founding Documents</b> <b>Personal Financial Literacy (2-3 days)</b>	<b>January</b> (~20 days)
<b>Unit 6: The Legislative Branch</b> <b>Personal Financial Literacy (2-3 days)</b>	<b>February</b> (~20 days)
<b>Unit 7: The Executive Branch</b> <b>Personal Financial Literacy (2-3 days)</b>	<b>March</b> (~20 days)
<b>Unit 8: The Judicial Branch</b> <b>Personal Financial Literacy (2-3 days)</b>	<b>April</b> (~15 days)
<b>Unit 9: The Amendment Process &amp; the Bill of Rights</b> <b>Personal Financial Literacy (2-3 days)</b>	<b>May</b> (~20 days)
<b>Unit 10: Taking Action</b> <b>Personal Financial Literacy (2-3 days)</b>	<b>June</b> (~10 days)

## [Units Scope and Sequence](#)

### Unit 1: American Revolution

#### Learning Goals: What do I want my students to learn?

##### Standards

###### [NJSLs](#)

**6.1.8.GeoSV.3.a:** Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.

**6.1.8.HistoryCC.3.a:** Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

**6.1.8.HistoryCC.3.c:** Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

**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.

**6.1.8.HistoryUP.3.b:** Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

**6.1.8.HistorySE.3.a:** Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

**6.1.8.HistorySE.3.b:** Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

###### [NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

###### [NJSLs - Life Literacies and Key Skills](#)

###### [NJSLs - Interdisciplinary Standards](#)

##### Fundamental Concepts / Big Ideas

- American independence resulted from a complex set of historical events that led to the gradual deterioration of the political relationship between the American colonies and the British government.
- People from a diverse set of backgrounds participated in and experienced events from the American Revolution in a variety of ways.
- The Declaration of Independence is representative of several political philosophies that serve as the foundation of American democracy.

##### Learning Objectives

Students will be able to...

- Discuss how European colonialism led to the outbreak of the Seven Years War.
- Evaluate the impact of government philosophy and colonial self-government on the movement toward revolution.
- Compare the colonial and British perspectives surrounding the aftermath of the Seven Years War.
- Analyze political actions taken by colonial governments and citizens to resist British rule.
- Identify the causes and effects of the First and Second Continental Congresses.
- Argue the importance of key revolutionary figures on both sides of the conflict.
- Analyze selected readings from Thomas Paine / Revolutionary authors to evaluate the American perspective of the time for the movement toward freedom.
- Analyze and evaluate the influences and meaning of the Declaration of Independence.

## Unit 2: New Nation

### Learning Goals: What do I want my students to learn?

#### Standards

##### [NJSLs](#)

**6.1.8.CivicsPI.3.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.

**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.

**6.1.8.HistoryCC.3.b:** Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

**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.

**6.1.8.HistoryUP.3.c:** Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.

##### [NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

##### [NJSLs - Life Literacies and Key Skills](#)

##### [NJSLs - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- The preamble of the Constitution establishes the basic purpose of the government of the United States.
- The Constitution was the result of compromise, particularly as it relates to congressional representation, the institution of slavery, and the election of the president.
- Differences between the Articles of Confederation and the Constitution highlight an enduring discussion in the United States regarding the power of the federal government.

#### Learning Objectives

Students will be able to...

- Evaluate and critique the Articles of Confederation.
- Identify key players in the creation of the U.S. Constitution.
- Compare and contrast the NJ and Virginia Plans.
- Explore the role of compromise in the drafting and ratification of the Constitution.
- Compare and contrast the Articles of Confederation and the U.S. Constitution.
- Explain the key arguments published by the Federalists and Anti-Federalists as they relate to the Constitution and the power of the federal government.
- Evaluate the extent to which the United States is living up to the standards set in the Constitution's preamble.

## Unit 3: Early Republic

### Learning Goals: What do I want my students to learn?

#### Standards

##### [NJSLs](#)

- 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.
- 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.
- 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).
- 6.1.8.CivicsHR.3.b:** Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- 6.1.8.CivicsHR.3.c:** Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
- 6.1.8.EconET.3.a:** Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
- 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.
- 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. Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
- 6.1.8.GeoSV.4.a:** Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
- 6.1.8.EconET.4.a:** Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
- 6.1.8.EconET.4.b:** Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- 6.1.8.EconNE.4.a:** Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
- 6.1.8.HistoryCC.4.a:** Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
- 6.1.8.HistoryCC.4.c:** Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

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#### Fundamental Concepts / Big Ideas

- 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.
- Social and political systems have protected and denied human rights (to varying degrees) throughout time.

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- The Constitution is a living document with multiple interpretations, which has led to frequent debates regarding the powers delegated to various elements of the federal government.

### **Learning Objectives**

Students will be able to...

- Evaluate the evolution of Constitutional protections and their relationship with various groups including American Americans, Women, & Native Americans.
- Explore the expansion of voting rights on both the state and federal levels.
- Analyze the causes and effects of the territorial expansion of the United States from multiple perspectives.

## Unit 4: Civil War & Reconstruction

### Learning Goals: What do I want my students to learn?

#### Standards

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**6.1.8.HistoryCC.4.b:** Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

**6.1.8.HistoryCC.5.a:** Prioritize the causes and events that led to the Civil War from different perspectives.

**6.1.8.HistoryCC.5.b:** Analyze critical events and battles of the Civil War from different perspectives.

**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 Americans, and Native Americans in the Civil War.

**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.

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#### Fundamental Concepts / Big Ideas

- The fate of the institution of slavery was the central cause of the Civil War.
- The Civil War resulted from a decades long failure to address the fate of the institution of slavery.
- The abolition of slavery was the result of decades of activism and resistance to the institution by people from a wide variety of backgrounds.
- Reconstruction represented a period of unprecedented gains for Black Americans, but was met with significant resistance leading to the era of Jim Crow.

#### Learning Objectives

Students will be able to...

- Identify critical events in the growing political divide between northern and southern states, including the Missouri Compromise, the Compromise of 1850, Kansas-Nebraska Act, and the *Scott v. Sanford* decision.
- Describe the various ways that people from diverse backgrounds resisted the institution of slavery.
- Evaluate the impact of the Emancipation Proclamation on the institution of slavery and the outcome of the Civil War.
- Compare the strengths and weaknesses of the Northern and Southern states throughout the Civil War, and identify the people and events that led to its conclusion.



- Explain key accomplishments and failures of Reconstruction, including the 13th, 14th, and 15th Amendments.
- Summarize the impact of the *Civil Rights Cases* and the *Plessy v. Ferguson* decisions on the emergence of the Jim Crow era.

## Unit 5: Founding Documents and Democratic Principles

### Learning Goals: What do I want my students to learn?

#### Standards

##### [NJSLs](#)

**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.

**6.2.8.CivicsDP.4.a:** Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

**6.3.8.CivicsPI.1:** Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

**6.3.8.CivicsPI.2:** Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

**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.

**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.

**6.3.8.CivicsPR.3:** Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

**6.3.8.CivicsHR.1:** Construct an argument as to the source of human rights and how they are best protected.

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#### Fundamental Concepts / Big Ideas

- Governments have different structures which impact development and civic participation.
- 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.
- Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.

#### Learning Objectives

Students will be able to...

- Explore the philosophical and legal origins of the democratic principles that serve as the foundation for American government.
- Create a framework for making decisions based on a common set of American ideals and values established by the Declaration of Independence and the Constitution.
- Paraphrase the preamble of the Constitution provide examples of ways the United States government has met, or failed to meet, the purposes stated.
- Evaluate the extent to which the United States has protected the fundamental rights of citizens throughout history.

## Unit 6: The Legislative Branch

### Learning Goals: What do I want my students to learn?

#### Standards

##### [NJSLs](#)

**6.1.8.CivicsPI.3.c:** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

**6.3.8.CivicsPI.3:** Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

**6.3.8.CivicsPD.2:** Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

**6.3.8.CivicsPR.4:** Use evidence and quantitative data to propose or defend a public policy related to climate change.

**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.

**6.3.8.CivicsPR.7:** Compare how ideas become laws at the local, state, and national level.

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#### Fundamental Concepts / Big Ideas

- The role of the Legislative Branch as a lawmaking body with limited powers that are granted to it by the US Constitution, either explicitly or implicitly.
- Legislative branch holds unique checks over other branches of government that empower Congress to limit the power of those branches in specific ways.
- The evolution of the limits of Congress's power, the role of the Courts in restricting or expanding Congress's lawmaking ambition, and how various stakeholders may influence Congressional action.

#### Learning Objectives

Students will be able to...

- Identify various stakeholders and their role in the lawmaking process.
- Construct arguments surrounding public policy issues based on a variety of claims including data.
- Evaluate competing claims, identify what common ground exists, and propose possible compromises to resolve the issue.

## Unit 7: The Executive Branch

### Learning Goals: What do I want my students to learn?

#### Standards

##### [NJSLs](#)

**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.

**6.1.8.HistorySE.3.a:** Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

**6.3.8.CivicsPD.2:** Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

**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.

**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.

**6.3.8.CivicsPR.3:** Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

**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.

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#### Fundamental Concepts / Big Ideas

- The challenges and limits of the Executive branch as an expansive arm of government charged with executing the laws passed by Congress.
- The powers and checks on the presidency in performing their various roles as outlined in the US Constitution.
- Balancing the importance of having a leader vs maintaining popular sovereignty and identifying the checks and systems in place to allow that balance to be maintained.

#### Learning Objectives

Students will be able to...

- Identify how historical examples and principles of our democracy provide for a single leader whose power is limited and make a case for why these limits are essential for popular sovereignty.
- Evaluate issues impacting our nation, identify the various conflicting principles, and articulate a clear position grounded in claims (data, moral, Constitutional, etc.).

## Unit 8: The Judicial Branch

### Learning Goals: What do I want my students to learn?

#### Standards

##### [NJSLs](#)

**6.3.8.CivicsDP.2:** Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).

**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.

**6.3.8.CivicsPR.3:** Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

**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.

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#### Fundamental Concepts / Big Ideas

- The federal court system interprets the meaning of the U.S. Constitution and federal law.
- Federal court decisions have long-standing consequences that can dramatically alter the future of the country.

#### Learning Objectives

Students will be able to...

- Explain the importance of precedent in the decisions handed down by federal courts.
- Describe the significance of a landmark Supreme Court case, including its impact on the rights of Americans.
- Organize arguments to support one party in an ongoing or historic case in the federal court system.
- Participate in a simulated court case as either a law team or a judge, and present or evaluate arguments based on the facts of the case, democratic principles, and applicable precedents.

## Unit 9: The Amendment Process and the Bill of Rights

### Learning Goals: What do I want my students to learn?

#### Standards

##### [NJSLs](#)

**6.3.8.CivicsDP.2:** Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).

**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.

**6.3.8.CivicsPR.3:** Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

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#### Fundamental Concepts / Big Ideas

- The Constitution is a living document that can be amended to adapt to changes in society.
- The Bill of Rights and subsequent amendments protect some of the most basic rights for Americans.
- The limits of our basic rights are open to debate and constant evaluation.

#### Learning Objectives

Students will be able to...

- Explain the process by which the Constitution can be amended.
- Identify and describe the rights protected by the Bill of Rights.
- Explore cases that have contributed to current interpretations of free speech, and apply to a recent Supreme Court case.

## Unit 10: Taking Action

### Learning Goals: What do I want my students to learn?

#### Standards

##### [NJSLs](#)

**6.1.8.CivicsPI.3.c:** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

**6.3.8.CivicsPI.3:** Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

**6.3.8.CivicsPD.2:** Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

**6.3.8.CivicsPD.3:** Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

**6.3.8.CivicsPR.6:** Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.

**6.3.8.CivicsPR.7:** Compare how ideas become laws at the local, state, and national level.

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#### Fundamental Concepts / Big Ideas

- Decisions on the state and local level may be just as impactful in our lives as those made on the national level.
- The health of a democracy relies on the informed engagement of citizens at all levels.
- Public Policy development should consider the perspective of all stakeholders in seeking to address the needs of a community while balancing concerns and practical limitations.

#### Learning Objectives

Students will be able to...

- Consult various stakeholders in the local community to identify the most pressing problems facing the community.
- Research and evaluate potential solutions to an issue of local importance.
- Propose a detailed action plan to address a problem within the local community.

Please contact the Content Supervisor for any questions.