

UNITED STATES GOVERNMENT AND POLITICS

Course Philosophy:

Founded on the principles of democracy and equality, our American political system has undergone many changes since the 18th century. Despite constant challenges, our system has endured. Key to active civic participation is an understanding of this evolution.

Course Description

Students will examine our U.S. Constitution as the most legitimate source of political authority in our nation. Students will examine how this document has been interpreted over time. Central to this discovery is the analysis of American political culture, and the purpose and function of our three federal branches. Along with this comes an analysis of political sources both historical and contemporary with an emphasis on recognizing perspective and bias within these sources. In addition, students will look to our state and local governments to better understand how power is divided within our federalist system.

Understanding By Design Unit Template

Title of Unit	American Political Culture (Unit 1)	Grade Level	11/12th
Curriculum Area	Social Studies: Political Science	Time Frame	10 weeks
Developed By	A. Taha		
Identify Desired Results (Stage 1)			
Content Standards			

NJ Social Studies Standards:

6.1.12.A.14.c

Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

6.1.12.A.14.d

Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.A.14.e

Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

6.1.12.A.14.f

Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.A.14.g

Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).

6.1.12.A.14.h

Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

6.1.12.B.14.a

Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

6.1.12.B.14.b

Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.B.14.c

Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.B.14.d

Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.

6.1.12.C.14.a

Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

6.1.12.C.14.b

Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.C.14.c

Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

6.1.12.C.14.d

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Understanding: Throughout history, our American political culture has been shaped by diverse forces, institutions, and practices present throughout our nation.</p> <p>Goal: Students will examine what drives Americans to adopt certain political ideologies. In addition, they will analyze the steps taken to promote these ideologies within our governmental system through party involvement, elections, and media coverage.</p>	<ol style="list-style-type: none"> 1. What sociological forces affect the political ideologies of Americans? 2. How does the electoral system shape political culture? 3. Why should civic participation be important to all Americans? 	<ol style="list-style-type: none"> 1. What does the political spectrum look like in our country today? 2. Why do most Americans classify themselves as moderates? 3. How are elections won and lost in the United States? 4. What initiatives have been created to enhance political participation? 5. Has there been resistance towards these initiatives? Have they been successful? 6. How has the evolution of media technology changed the way Americans think about politics?
Related Misconceptions		
<ul style="list-style-type: none"> • High schoolers can't be involved politics • Only a two-party system • Voting doesn't matter • Why should I vote? • NJ votes have no significance in the electoral college 		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

- Delegates
- Superdelegates
- Convention
- Campaign finance reform
- McCain–Feingold
- Matching funds
- 527s and 501c4s
- PACs
- Primary Caucus
- Registration
- Motor voter
- Rock the vote and other celebrity voting campaigns

- Differentiate between political ideology and political culture
- Differentiate between liberals and conservatives
- Identify Political socialization
- Research the evolution of our two party system and 3rd parties
- Differences between a primary campaign and a campaign for general election

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Tasks:

1. Creation of a class- wide political spectrum based on survey results.
2. "What does it mean to be moderate?" class activity
3. Introduction of potential candidates for federal elections project
4. Timeline of get out the vote initiatives
5. Analyze spin in recent news reports about specific political events
6. Media portfolio project
7. Design an effective ad campaign that motivates young people to vote in an upcoming election
8. Project: Run a potential candidates' campaign for an upcoming election

Other Evidence

Differentiation:

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. A wide variety of assessment strategies complement the individual learning experience. For example, in this unit the teacher may provide students multiple options for putting together their media portfolio projects. Another suggestion for differentiation is to allow for multiple roles for the campaign project. The class may be divided into candidates, media, campaigners, and activists. Each student could be grouped based on interest and skill set.

Technology:

Students will be encouraged throughout the course to use technology to access media sources to support our discussions within class. In addition, various technological strategies will be used to implement lesson plans and assess student performance. For example, this lesson provides students the opportunity to design an effective ad campaign aimed at increasing the vote. Multimedia software would provide an excellent means for delivering this product

Learning Plan (Stage 3)

- **Where** are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?
 - **How** will you **hook** students at the beginning of the unit?
 - **What** events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?
 - **How** will you cause students to **reflect and rethink**? **How** will you guide them in rehearsing, revising, and refining their work?
 - **How** will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
 - **How** will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
 - **How** will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?
- Pre/post assessments on the roots of American Government and Politics
 - Do Now/Quick Write Questions concerning American Government and Politics
 - Provide real-life scenarios, case studies, and/or hypotheticals

 - Include primary/secondary sources, researchable topics and statistical data.

 - Supply graphic organizers and prompt students to reflect on primary/secondary source analysis regarding American Government and Politics
 - Include specific roles within groups for students. Incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.
 - Modify some individual activities into cooperative learning activities so that students of varied abilities may assist each other during projects using strategies such as Think-Pair-Shares, 3step interview, Round Tables.
 - Students will connect the themes of American Government and Politics through the use of student led hands on activities, class discussions, and in-class tasks.
 - Students research paper, poster and presentation rubrics will be used to evaluate student research, organization, and presentations

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
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Title of Unit	Civil Rights and Civil Liberties	Grade Level	11/12th
Curriculum Area	Social Studies: Political Science	Time Frame	6 weeks
Developed By	A.Taha		
Identify Desired Results (Stage 1)			
Content Standards			

NJ Social Studies Standards:

6.1.12.A.14.c

Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

6.1.12.A.14.d

Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.A.14.e

Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

6.1.12.A.14.f

Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.A.14.g

Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).

6.1.12.A.14.h

Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

6.1.12.B.14.a

Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

6.1.12.B.14.b

Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.B.14.c

Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.B.14.d

Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.

6.1.12.C.14.a

Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

6.1.12.C.14.b

Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.C.14.c

Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

6.1.12.C.14.d

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
Throughout our nation's history, our Constitution has been clarified through policy creation and case law to protect the liberties and rights of all citizens.	<ol style="list-style-type: none"> 1. How has judicial review served an important role in the clarification of civil liberties for all Americans? 2. How have the courts used the 14th Amendment and the commerce clause to clarify issues involving civil rights and civil liberties? 3. What social forces surrounded the Civil Rights Movement for African Americans and other minority groups? 4. Which groups within society have yet to achieve equality? 5. What can we predict for the future of these groups? 	<ol style="list-style-type: none"> 1. How has selective incorporation propelled Supreme Court decisions? 2. How have civil liberties been tested in times of crisis? 3. How have civil liberties been tested in times of crisis? 4. How did the Civil Rights Movement redefine federalism? 5. How have women, people with disabilities, Native Americans, homosexuals, etc. been involved in the quest for equal rights? 6. Is affirmative action still necessary in the 21st century?
Related Misconceptions		
<ul style="list-style-type: none"> ● Governments must adhere to alienable rights ● Governments do not have authority ever to monitor its citizens ● Segregation does not exist anymore in any arena of society ● My vote in the electoral process in New Jersey has no significance 		
Knowledge Students will know...	Skills Students will be able to	

- Habeas corpus
- Patriot Act
- Selective incorporation
- Barron v. Baltimore
- Gitlow v. NY
- Engle v. Vitale
- Schenk v. United States
- NY Times v. Sullivan
- Tinker v. Des Moines
- Gideon v. Wainwright
- Miranda v. Arizona
- Furman v. Georgia
- Due Process Clause
- Dred Scott v. Sanford
- Plessy v. Ferguson
- Brown v. Board of
- Education Civil Rights Acts
- Voting Rights Act
- Equal Protection Clause
- Griswold v. Connecticut
- Roe v. Wade
- Right to privacy
- The Regents of the University of California v. Bakke
- Quotas University of Michigan ruling

- compare and contrast the principles of federalism to that of key Supreme court decisions
- evaluate how far should we go to limit civil liberties while protecting our nation
- Examine the majority and minority opinions in the cases
- Examine challenges to Roe within individual states
- Create Civil Rights Movement Timeline
- Create Affirmative Action Timeline

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Tasks:

1. Writing assignment: What separated the opinion of the court during Barron and that of Gitlow?
2. Debate: Is the Patriot Act still necessary ten years after 9/11?
3. Simulation: Presentation of these key cases to the Supreme Court
4. The Civil Rights Movement Formative Assessment
5. Discussion: The future of Roe v. Wade in 21st century America
6. Debate: Affirmative Action

Other Evidence

Differentiation:

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. A wide variety of assessment strategies complement the individual learning experience. For example, in this unit the teacher may provide students multiple options for putting together their media portfolio projects. Another suggestion for differentiation is to allow for multiple roles for the campaign project. The class may be divided into candidates, media, campaigners, and activists. Each student could be grouped based on interest and skill set.

Technology:

Students will be encouraged throughout the course to use technology to access media sources to support our discussions within class. In addition, various technological strategies will be used to implement lesson plans and assess student performance. For example, this lesson provides students the opportunity to design an effective ad campaign aimed at increasing the vote. Multimedia software would provide an excellent means for delivering this product

Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been?** **How will you make sure the students know where they are going?**
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- **How will you help students to exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How will you tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
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- Pre/post assessments on the roots of American Government and Politics
 - Do Now/Quick Write Questions concerning American Government and Politics
 - Provide real-life scenarios, case studies, and/or hypotheticals
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- Include primary/secondary sources, researchable topics and statistical data.
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- Supply graphic organizers and prompt students to reflect on primary/secondary source analysis regarding American Government and Politics
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 - Modify some individual activities into cooperative learning activities so that students of varied abilities may assist each other during projects using strategies such as Think-Pair-Shares, 3step interview, Round Tables.
 - Students will connect the themes of American Government and Politics through the use of student led hands on activities, class discussions, and in-class tasks.
 - Students research paper, poster and presentation rubrics will be used to evaluate student research, organization, and presentations

Title of Unit	Public Policy	Grade Level	11/12th
Curriculum Area	Social Studies: Political Science	Time Frame	4 weeks
Developed By	A.Taha		
Identify Desired Results (Stage 1)			
Content Standards			

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Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Since our founding, political, social, economic, and diplomatic policies have shaped the lives of all Americans.</p>	<ol style="list-style-type: none"> 1. How have societal forces influenced policy making decisions throughout our history? 2. What has necessitated the creation of so many new policies throughout the 20th and 21st centuries? 3. What policies do you see evolving in the near future? What could/would spark this evolution? 	<ol style="list-style-type: none"> 1. What policy creation and changes exemplify the growth of federal power over American social and economic life? 2. How has foreign policy changed throughout the past century and what historical forces have driven these changes? 3. What policies are the legislature and executive branches considering currently? What are the pros and cons of the adoption of these policies? 4. How has/does the media drive policy making?
<p>Related Misconceptions</p> <ul style="list-style-type: none"> • Federal policies can not impact local state or local policies • Media does not shape politics or policy, politics/policy shapes media • Power resides in the Federal Government 		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to</p>	

- Entitlements
- Social Security
- Medicare
- Business regulations
- Independent regulatory agencies
- The Federal Reserve Securities and Exchange Commission
- The FCC
- Income Tax
- Fiscal vs. Monetary Policy
- United Nations
- Cold War
- Interventionist forces
- Vietnam
- The War on Terror
- Relevant current events issues
- Spin A
- genda setting

- Debate: The Privatization of Social Security
- Creation of foreign policy timeline based the years covered in the course curriculum
- evaluate Policies being considered by the federal government
- create a top 10 list of policies that the media has covered extensively in the past two years

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Tasks:

1. Research assignment: The Future of Entitlement Programs
2. Formative Assessments: American Foreign relations in the 20th and 21st centuries
3. Research assignment: Public Policy
4. Research project: From the top 10 list, accumulate footage of how the media has portrayed this and present your findings

Other Evidence

Differentiation:

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UNITED STATES **GOVERNMENT** AND POLITICS

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Course Description

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Title of Unit	The Institutions of Government	Grade Level	11/12th
Curriculum Area	Social Studies: Government	Time Frame	12 weeks
Developed By	A.Taha		
Identify Desired Results (Stage 1)			
Content Standards			

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Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

6.1.12.C.14.d

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Each subject to checks and balances, the legislative, executive, and judicial branches of government work to uphold the principles defined in the Constitution.</p> <p>Students will examine the Founders intentions for the three branches of government and discuss the respective powers and responsibilities</p>	<ul style="list-style-type: none"> • What motivated the Founders to delegate certain responsibilities to specific branches of government? • How has the "necessary and proper" clause changed these responsibilities over time? • What has caused the growth of the federal bureaucracy? • Has separation of powers been effective in stabilizing the distribution of powers between the three branches? 	<ul style="list-style-type: none"> • How is each branch of government structured? Has this structure been changed since our founding? How and why? • Why is Congress sometimes referred to as the "broken" branch? What would our Founders' response be to current Congressional controversies? • How do interest groups shape our political system? • How have 20th century presidents shaped the executive branch? • Is the Supreme Court insulated from public opinion?
Related Misconceptions		
<ul style="list-style-type: none"> • National Government has more power than states • States can't make laws without National Government approval • The president (executive branch) control the most power 		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to</p>	

- The growth of the federal bureaucracy
- Oversight
- Checks and balances
- Separation of powers
- Incumbency advantages
- Gridlock
- How a bill becomes a law
- Congressional Leadership
- The Committee System
- Lobbying
- Litigation
- Electioneering
- Revolving Door
- War powers resolution
- Executive privilege
- The Cabinet
- The White House office
- Dual court system
- The Rule of Four
- Writ of Certiorari
- Amicus Curiae Stare decisis

- Research common iron triangles
- Research Differences between houses
- Explore cases being heard before the Supreme court for the current year
- Explain how has current president shaped the office of the presidency
- evaluate websites of various interest groups and gauge their effectiveness

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Tasks:

1. Create iron triangles or issue networks out of a list of agencies/congressional committees/interest groups and justify your choices
2. Congress Project
3. Ratings game assignment
4. Presidential museum project
5. Supreme court case project

Other Evidence

Differentiation:

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. A wide variety of assessment strategies complement the individual learning experience. For example, in this unit, students may be grouped according to their relative content strengths and given a sample response prompts to answer. In a jig-saw activity students could then share with the other groups. Another example would be to allow alternatives to the Presidential museum project and the Supreme Court case project such as research papers or other alternatives proposed by students

Technology:

Students will be encouraged throughout the course to use technology to access media sources to support our discussions within class. In addition, various technological strategies will be used to implement lesson plans and assess student performance. In this unit students could use the Internet to research examples of iron triangles and to create digital representations of each. In addition, students could use online discussion forums to debate the impact of interest groups, specific presidential powers, and/or the role of the Supreme Court.

Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been?** **How will you make sure the students know where they are going?**
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- Include specific roles within groups for students. Incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.
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- Students will connect the themes of American Government and Politics through the use of student led hands on activities, class discussions, and in-class tasks.
- Students research paper, poster and presentation rubrics will be used to evaluate student research, organization, and presentations

Title of Unit	State and Local Politics	Grade Level	11/12th
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Curriculum Area	Social Studies: Government	Time Frame	5 weeks
Developed By	A.Taha		
Identify Desired Results (Stage 1)			
Content Standards			

NJ Social Studies Standards:

6.1.12.A.14.c

Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

6.1.12.A.14.d

Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.A.14.e

Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

6.1.12.A.14.f

Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.A.14.g

Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).

6.1.12.A.14.h

Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

6.1.12.B.14.a

Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

6.1.12.B.14.b

Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.B.14.c

Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.B.14.d

Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.

6.1.12.C.14.a

Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

6.1.12.C.14.b

Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.C.14.c

Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

6.1.12.C.14.d

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> New Jersey's diverse and dense population influences the state's political climate. 	<ul style="list-style-type: none"> Demographically, how does New Jersey vary from region to region? How does this affect political decisions? How are state, county, and local governments structured? What powerful interests influence policy statewide and locally? What concerns New Jersey voters the most? Why? How can the economy of New Jersey be improved for future generations? 	<ul style="list-style-type: none"> Due to the uniqueness of our state, how do politicians approach campaigns and policy making? What decisions get made on state, county, and local levels? Why different governmental levels are afforded certain responsibilities? How has union prominence affected New Jersey politics? What caused the fiscal crisis in New Jersey, and how can it be solved? How do our local municipalities differ politically, economically, and socially? What accounts for these differences?
Related Misconceptions		
<ul style="list-style-type: none"> States need to follow national law only States do not have the power to create laws without national government approval 		
Knowledge Students will know...	Skills Students will be able to	

- NJ Gubernatorial and Legislative elections and campaigns
- NJ voter turnout results
- Poll results from recent elections
- NJ Constitution
- Governor
- Assembly
- State Senate
- NJ State Court System
- NJ Supreme Court
- CWA
- NJEA
- Property Tax Cap
- Abbott v. Burke
- Civil Service Reform
- Arbitration Reform
- Demographic information for local communities

- Invite candidates running in the local primaries to discuss what it takes to win an election in the state of New Jersey
- Compare chart: 3 Branches NJ vs. Federal Government
- Interview a union member about the connection between membership and their political ideologies
- Discuss proposed reform to state spending making a chart of pros and cons
- interview local politicians in to speak to students

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Tasks:

1. Free response: What does it take to win an election in New Jersey?
2. Assessment: The Function of the State Government
3. Debate: Are labor unions benefit or detriment in 21st century America?
4. Forum: "The Future of Our State's Fiscal Health"
5. Presentations: The communities of the Perth Amboy

Other Evidence

Differentiation:

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. A wide variety of assessment strategies complement the individual learning experience. It is recommended that teachers employ student collaboration and project based learning that allows students to build on their strengths and explore areas of interest to them.

Technology:

Students will be encouraged throughout the course to use technology to access media sources to support our discussions within class. In addition, various technological strategies will be used to implement lesson plans and assess student performance. For example, in this unit students may use a digital recording device to record their interview with a union member. Students can then use computer applications to transcribe those interviews and write a summary paper based on their findings.

Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been?** **How will you make sure the students know where they are going?**
- **How will you hook** students at the beginning of the unit?
- **What events will help students experience and explore** the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**
- **How will you cause students to reflect and rethink?** **How will you guide them in rehearsing, revising, and refining their work?**
- **How will you help students to exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How will you tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- **How will you organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Pre/post assessments on the roots of American Government and Politics
- Do Now/Quick Write Questions concerning American Government and Politics
- Provide real-life scenarios, case studies, and/or hypotheticals
- Include primary/secondary sources, researchable topics and statistical data.
- Supply graphic organizers and prompt students to reflect on primary/secondary source analysis regarding American Government and Politics
- Include specific roles within groups for students. Incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class.
- Modify some individual activities into cooperative learning activities so that students of varied abilities may assist each other during projects using strategies such as Think-Pair-Shares, 3step interview, Round Tables.
- Students will connect the themes of American Government and Politics through the use of student led hands on activities, class discussions, and in-class tasks.
- Students research paper, poster and presentation rubrics will be used to evaluate student research, organization, and presentations

Title of Unit	The Foundation of American Democracy	Grade Level	11/12th
Curriculum Area	Social Studies: Government	Time Frame	5 weeks
Developed By	A.Taha		
Identify Desired Results (Stage 1)			
Content Standards			

NJ Social Studies Standards:

6.1.12.A.14.c

Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

6.1.12.A.14.d

Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.A.14.e

Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

6.1.12.A.14.f

Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.A.14.g

Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).

6.1.12.A.14.h

Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

6.1.12.B.14.a

Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

6.1.12.B.14.b

Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.B.14.c

Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.B.14.d

Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.

6.1.12.C.14.a

Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

6.1.12.C.14.b

Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.C.14.c

Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

6.1.12.C.14.d

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> Founded on the principles of liberty, our Constitution provides the source of legitimate political authority in the United States. 	<ul style="list-style-type: none"> Why did certain controversies fuel debate at the Constitutional Convention? Why do we consider the Constitution to be a "living" document? Unique to the United States, how and why has the federalist system evolved since our founding? 	<ul style="list-style-type: none"> What intellectual forces affected the founding of our nation? What central problems existed in framing our Constitution? What interests motivated the Federalists and Antifederalists? What has caused dual federalism to be replaced by cooperative federalism? How has the grants-in-aid system changed the role of federal politics?
Related Misconceptions		
<ul style="list-style-type: none"> Constitution cannot be amended Founders fathers were sympathetic towards to abolition movement Every social class had a say in the creation of the constitution 		
Knowledge Students will know...	Skills Students will be able to	

- The influence of the Enlightenment
- Locke
- Rousseau
- Social Contract Theory
- Montesquieu
- Declaration of Independence
- Articles of Confederation
- Shay's Rebellion
- Virginia and New Jersey Plans
- Connecticut Compromise
- Three-Fifths Compromise
- Madison, Jay, and Hamilton
- Jefferson
- Habeas Corpus
- Bill of Attainder
- Ex Post Facto
- Bill of Rights
- McCulloch v. Maryland
- Necessary and Proper Clause
- The New Deal
- Brown v. Board of Education
- Block Grants
- Categorical Grants
- Mandates
- Americans with Disabilities Act
- Clean Air/Water Act
- No Child Left Behind Act

- Create a chart comparing the ideas of Locke to the writings of Jefferson
- create Federalists vs. Antifederalists Graphic Organizer
- Debate the main points of Federalist/antifederalist
- Creation of timeline of increased federal power
- Develop Grants-in-aid at work in our local communities research project
-

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Tasks:

1. Written assignment: Why couldn't the Enlightenment philosophers implement their ideas, yet the founders were successful?
2. Constitutional Convention Role Play
3. Socratic Discussion: How would our nation be different if the antifederalist argument had prevailed?
4. Assessment: federalism
5. Local grant Project presentation.

Other Evidence

Differentiation:

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. A wide variety of assessment strategies complement the individual learning experience. For example, in this unit rather than having all students complete a multiple choice test the teacher may permit students the opportunity to construct a performance assessment that adapts to their particular learning styles and communication strengths. Another idea for differentiation is to structure a Socratic seminar with an inner circle of participants and an outer circle of evaluators in the place of the discussion identified in the unit plan.

Technology:

Students will be encouraged throughout the course to use technology to access media sources to support our discussions within class. In addition, various technological strategies will be used to implement lesson plans and assess student performance. For example, for this unit the teacher may opt to bring the students to a computer lab to conduct research on the writings of Locke and Jefferson. The chart identified in the unit plan can also be produced using desktop software such as Microsoft PowerPoint, Microsoft Word, or Microsoft Publisher.

Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been?** **How will you make sure the students know where they are going?**
- **How will you hook** students at the beginning of the unit?
- **What events will help students experience and explore** the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**
- **How will you cause students to reflect and rethink?** **How will you guide them in rehearsing, revising, and refining their work?**
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Title of Unit			
Curriculum Area			

