TOWNSHIP OF UNION PUBLIC SCHOOLS



Advanced Placement Government & Politics

July 21, 2020

Mission Statement

and productive citizens of our global community. respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and supportive learning environment where every student is challenged, inspired, empowered, and honesty, excellence, integrity, strong family, and community partnerships. We promote a The mission of the Township of Union Public Schools is to build on the foundations of knowledge, our students can achieve academically and socially, and contribute as responsible

Philosophy Statement

community. therein for individual differences. The school operates as a partner with the home and formulate a learning climate conducive to the needs of all students in general, providing ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to The Township of Union Public School District, as a societal agency, reflects democratic

Course Description

and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas United States. This course includes both the study of general concepts used to interpret U.S. Government and politics This college- level course is designed to give students an analytical perspective on government and politics in the that constitute U.S. government and politics. Areas of study include:

- Constitutional underpinnings of the United States Government
- Political Beliefs and Behaviors
- Political Parties, Interest Groups, and Mass Media
- Institutions of National Government
- Public Policy
- Civil Rights and Civil Liberties

documents, individual and group research, as well as a nationally sponsored simulated legislative hearing competition will A variety of strategies and processing skills will be incorporated to implement the content of the course. Primary source supplement the core material. The culmination of this course, as in all advanced placement courses, will be the administration of the A.P. Examination in May.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: The American System	38
Unit 2: Opinions, Interests, and Organizations	50
Unit 3: Institutions of Government	40
Unit 4: The Politics of Public Policy	13
Unit 5: The Nature of Democracy	30

Unit Standards Overview

											Umi 1 The American System	Overview
			6.1.12.A.8.a-c 6.1.12.A.9.a	6.1.12.A.7.a-c	6.1.12.A.4.a-d 6.1.12.A.6.a-c	6.1.12.A.3.g-i 6.1.12.D.3.d	6.1.12.A.3.d	6.1.12.A.1.b 6.1.12.A.2.a-f	6.1.12.A.1.a	6.3.12.D.1	6.3.12.A.1	Standards
What is American political culture and how does it compare to the political culture of other nations?	Assess the elastic language of the constitution.	What ways does the federal government exhibit control over the state?	What is the meaning of federalism?	Assess the difference between the federalists and antifederalists.	Why was the Bill of Rights adopted?	How was the government organized under the Constitution?	Describe the disputes and compromises surrounding the Constitutional Convention?	What are the principle ideas that shaped the founders' views about the purpose of government and the need to protect individual rights?	What explains political change?	How is power distributed?	What is political power and democracy?	Unit Skills Focus
Videos/Documentari es/Films	 Summary and Analysis of 	 Written responses to queries 	 Document Based Question analysis and essays 	 Individual/Group Presentations 	 Definitions of key terms and concepts 	 Class Trips to applicable historical sites/monuments 	 Teacher and student led PowerPoint Presentations 	Analysis of graphic organizers and notesAnnotated Timelines	seminars, and Debates	 Classroom Discussions, Socratic 	 Annotations and close reading activities 	Content-Specific Practices (when applicable)

Interests, & Organizations	Unit 2 Opinions				Provide links to spesific resources/activities	Suggested Resources									
6.3.12.D.1 How do people politically socialize? 6.1.12.A.1.a What are politic elites? How does polling work?	6.3.12.A.1 What is public opinion?	https://www.onearchives.org/wp-content/uploads/2019/02/one-archives- foundation-civil-rights.pdf https://sheg.stanford.edu/	studies http://www.lgbtqhistory.org/course/high-school-lesson-plans-history-	https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-	https://www.icivics.org/ https://www.readworks.org/	https://www.cnn.com/cnn10	https://studentsoinstory.org/google-classroom-nistory/ https://apcentral.collegeboard.org/courses/ap-united-states-	http://teachinghistory.org/	http://teachingamericanhistory.org/toolkits/	Texthook: American Government 12th edition AP Edition	What protection does the constitution give to women, homosexuals, and minorities in public and private life?	Do people have a constitutional right to privacy?	Is separate but equal actually equal?	Should church and state be separate?	What are the differences between Civil Rights and Civil Liberties?
					·										 Summary and analysis of guest speakers

									6.1.12.A.8.a-c 6.1.12.A.9.a	6.1.12.A.6.a-c 6.1.12.A.7.a-c	6.1.12.A.4.a-d	6.1.12.D.3.d	6.1.12.A.3.d 6.1.17 A 3 g-i	6.1.12.A.2.a-f
How does the government regulate Interest groups?	How do Interest groups fund themselves?	How do elections affect policy? What are interest groups?	What decides the election?	Where does money come from?	What is the difference between Presidential and congressional campaigns?	How have campaigns changed?	What are the different roles between state and local parties?	What is the two party system?	How does the president get nominated?	owledge of the National party	Describe the rise and decline of political parties in America.	abroad. Collidas Follical parties III tile U.S. and		What caused the rise of the American electorate?

Institutions and Government	Suggested Resources Provide Inter to partie Recourses activities	
Who is in Congress? Do members represent their voters? What is the role of partisanship in congress? How is congressed organized? How Does a bill become a law? How has 9/11 affected congress? What is the difference between a President and a Brown is the difference between a President and a Brown in the difference between a President and a Brown in the difference between a president and a Brown in the difference between a President and a Brown in the difference between a President and a Brown in the difference between a president and a Brown in the difference between a president and a Brown in the difference between a president and a Brown in the difference between a president and a Brown in the difference between a president and a Brown in the difference between a president and a Brown in the difference between a president and a Brown in the difference between a president and a Brown in the difference between a president and a Brown in the difference between a Brown in th	Textbook: American Government 12th edition, AP Edition. http://www.njamistadcurriculum.net/history/units http://teachingamericanhistory.org/toolkits/ http://teachinghistory.org/google-classroom-history/ https://studentsofhistory.org/google-classroom-history/ https://apcentral.collegeboard.org/courses/ap-united-states- government-and-politics/classroom-resources https://www.icivics.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social- studies https://sheg.stanford.edu/	What is the structure of the media? How do the government and media rely on each other? Is the national media biased?

	Provide links to specific resources/activities	Suppressed Resources															
http://teachin	http://www.nj	3 1 1									0.1.12.A.7.a		6.1.12.A.8.a-c	6.1.12.A.7.a-c	6.1.12.A.6.a-c	6.1.12.A.4.a-d	6.1.12.D.3.d
//teachinghistory.org/	http://www.njamistadcurriculum.net/history/unitshttp://teachingamericanhistory.org/toolkits/	How does a case get to court?	Are there checks	What are the pov	List and describe	What is the struc	How has the bur	What is congress	How has the bur	What is a proxy government?	What is presidential character?	How powerful is a president?	What is a presidential program?	How is the office	What are the pov	Describe the evo	Minister?
	nt 12m edition, F m.net/history/t .org/toolkits/	e get to court?	Are there checks on judicial power?	What are the powers of the Court?	List and describe different jurisdictions of the court.	What is the structure of the Federal Court System?	How has the bureaucracy been reformed?	What is congressional oversight? Is it necessary?	How has the bureaucracy grown over the years?	government?	itial character?	a president?	ential program?	How is the office of the president constructed?	What are the powers of the president?	Describe the evolution of the presidency.	
	<u>mits</u>		3		ons of the court.	Il Court System?	ormed?	s it necessary?	ver the years?					onstructed?	ent?	dency.	

	https://studentsofhistory.org/google-classroom-history/
American School (March 1997) (September	https://apcentral.collegeboard.org/courses/ap-united-states- government-and-politics/classroom-resources
	https://www.cnn.com/cnn10
entra para di sentente di sent	https://www.icivics.org/
	https://www.readworks.org/
	https://www.teachingchannel.org/blog/2014/08/0//iresh-ideas-ior-social-studies
	https://sheg.stanford.edu/
Unit 4 The Politics of	6.3.12.A.1 How is the agenda set?
Public Policy	6.3.12.D.1 What is the difference between Majoritarian,
	6.1.12.A.1.a Interest group, client, and entrepreneurial politics?
	6.1.12.A.1.b What is the machinery of economic policy making?
	6.1.12.A.2.a-f What are the economic theories and politic
	6.1.12.A.3.d needs?
	6.1.12.A.3.g-i Describe the taxing system and the budget
	6.1.12.D.3.d What are the two kinds of welfare programs?
	6.1.12.A.4.a-d Describe social welfare in the US.
	6.1.12.A.6.a-c What is the structure of defense decision making?
	6.1.12.A.7.a-c What is the machinery of foreign policy?
	6.1.12.A.8.a-c What are the kinds of foreign policy?

Suggested Resources Provide links to specific	Unit 5 The Nature of American Democracy		Suggested Resources Provide links to specific resources/ artivities
Textbook: American Government 12th edition, AP Edition. http://www.njamistadcurriculum.net/history/units http://teachingamericanhistory.org/toolkits/	6.3.12.D.1 What are the consequences of activism? 6.1.12.A.1a What are the influences of structure vs. influence of ideas?	6.3.12.A.1 Compare the new and old systems.	Textbook: American Government 12th edition, AP Edition. http://www.njamistadcurriculum.net/history/units http://teachingamericanhistory.org/toolkits/ http://teachingamericanhistory.org/toolkits/ https://studentsofhistory.org/google-classroom-history/ https://studentsofhistory.org/google-classroom-history/ https://apcentral.collegeboard.org/courses/ap-united-states- government-and-politics/classroom-resources https://www.cm.com/cnn10 https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social- studies https://sheg.stanford.edu/

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Curricular Units

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security What are the principle ideas that shaped the founders' views about the purpose of government and the need to protect individual rights?	and share the plan with appropriate government officials. What explains political change?	accountability and transparency in government transparency in government How is power distributed?	6.3.12.A.1 What is political power and Develop a plan for public democracy?	A CALL TO A CALL	Content Standards Cfftical Knowledge & Skills ("Unpacked" Standards)	Unit 1:
ideas that iews about iews about Class Trips to applicable historical sites/monuments Definitions of key terms and			and activities Classroom Discussions,	Annotations and close reading	& Skills Content-Specific Practices dards)	Unit 1: The American Systems
S Compare and contrast the Articles of Confederation and the US Constitution.	uzers	American Political System.	Group work attempting to define each, and find examples in the		s Standard Mastery Examples (The Student will be able to:)	

	6.1.12.A.3.g Determine the extent to which state and local issues, the	Court increased the power of the national government and promoted national economic growth during this era.	6.1.12.A.3.d Describe how the Supreme	Rights) and assess their importance on the spread of democracy around the world.	Foundational Documents (i.e., Declaration of Independence,	Assess the importance of the intellectual origins of the	6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.	American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.	and/or individual civil rights/ privacy. 6.1.12.A.1.a Evaluin how British North
	Assess the elastic language of the	What ways does the federal government exhibit control over the state?	What is the meaning of federalism?	federalists and anti-federalists.		Why was the Bill of Rights adopted?		How was the government organized under the Constitution?	Describe the disputes and compromises surrounding the Constitutional Convention?
	Document Based Question analysis and essays Written responses to queries	historical sites/monuments Definitions of key terms and concepts Individual/Group	PowerPoint Presentations Class Trips to applicable	Analysis of graphic organizers and notes Annotated Timelines	Socratic seminars, and Debates	Annotations and close reading activities Classroom Discussions		analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	concepts Individual/Group Presentations Document Based Question
·	Name that Grant Game:	Mock Trial: McCulloch V. Maryland		Write a Brief: Court Case: Marbury V. Madison	Discussion of Federalist and Anti Federalist writings	Constitution Power Game		Project: Ad campaign for different Constitutions Plans: Great compromise, New Jersey Plan, VA plan	

Socratic seminars, and Debates Analysis of graphic organizers and notes
Annotations and close reading activities Classroom Discussions,
Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers
Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations
Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes
Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers

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consumer.	policies on business and the	determine the impact of these	during the 1920s, and	the prosperity of the country	Relate government policies to	6.1.12.A.8.a
constitution give	What protection					right to privacy?

#### 6.1.12.A.9.a

Analyze how the actions and policies of the United States government contributed to the Great Depression.

## Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Groun

ndividual/Group resentations

Document Based Question analysis and essays
Written responses to queries
Summary and Analysis of
Videos/Documentaries/Films

Texas v. Johnson
Mapp v Ohio,
Miranda v.
Arizona, Gitlow
Eschado v. Illinois

Class discussion on:

Plessy v. Ferguson Brown V. Board

Mock Trial: Roe v. Wade

Examine how the movement for LGBTQ rights were part of the broader Civil Rights Movement.

Summary and analysis of guest

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	Group Discussions, Graphic Organizers, Class Participation, Exit	12	
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	teacher.	d. Extended time on assessments when needed.
	<ul> <li>Preferred seating to be determined by student and</li> </ul>	c. Model and provide examples
c. Provide Assessments at a Higher Level of Thinking	<ul> <li>b. Extended time on assessments when needed.</li> </ul>	organizers/study guides to reinforce key topics.
b. Extension/Challenge Questions	study guides to reinforce key topics.	b. Students may be provided with note
a. Use of Higher Level Questioning Techniques	a. Students may be provided with note organizers /	a. Read written instructions/Google translate
Gifted and Talented When possible, provide links to specific samples/ documents/ assignments/etc.	Special Education / 504 When possible, provide links to specific samples/ documents/ assignments/etc.	English Language Learners (ELL) When possible, provide links to specific samples / documents/ dusignments/otc.
ion Activities	Unit 1 Suggested Modifications/Accommodations/Extension Act	Unit 1 St

e. Establish a non-verbal cue to redirect student d. Provide modified assessments when necessary.	ssments when necessary.
Unit	Unit Connections
NJSLS - Technology  When possible provide links to spedit samples! documents! assignments! att.  Refer to the NI Technology Standards	Career Readiness Practices  When possible, provide links to specific samples/ documents/ assignments/etc.  Refer to the NI Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	
8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.
8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills.  When possible, provide links to specific samples! documents! assignments/etc.  Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and	English: DBQ's, NJSLS style writing from Primary Sources
home, work, and extracurricular activities for use in a career.	English: Research and writing prompts on the various court cases that shape American Democracy
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and	Math: Create chart and analyze data comparing old and new system of American Democracy
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	Math: Map Skills, interpreting charts and graphs

6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.	6.1.12.A.3.g  Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.  What is the difference between Presidential and congressional campaigns?	world.  What are the different roles between state and local parties? Court increased the power of the national government and promoted national economic growth during this era.  What are the different roles between state and local parties? How have campaigns changed?	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the
Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes	analysis and essays  Written responses to queries  Summary and Analysis of  Videos/Documentaries/Films  Summary and analysis of guest  speakers		activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led
Activity: the map to nomination	leadership	Create a plan to make voter turnout better  Liberal vs Conservative what are you?	Look at voter data from past elections discuss positive and negatives to US voter turnout

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Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.  6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.  6.1.12.A.9.a Analyze how the actions and	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.  6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
What are interest groups?  How do Interest groups fund themselves?  How does the government regulate Interest groups?  What is the structure of the media?  How do the government and	What decides the election?  How do elections affect policy?
Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question	Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers
Campaign CD project  Lobbying project: Create and interest group. Describe what it does, how its funded how it achieves its goals.  Debate: Is lobbying good or bad.	Project: Create a campaign plan Case Brief: Citizens United Case

media rely on each other?  analysis and essays  Written responses to queries  Summary and Analysis of  Videos/Documentaries/Films  Summary and analysis of guest  speakers			the Great Depression.	government contributed to	policies of the United States   r
SS H B		s the national media biased?			nedia rely on each other?
	Summary and analysis of guest speakers	4	Summary and Analysis of	Written responses to queries	analysis and essays

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Unit 2 Su	Unit 2 Suggested Modifications/Accommodations/Extension Act	ion Activities
English Language Learners (BLL) When possible, provide links in specific samples (documents/ assignments/etc.	Special Education / 504 When possible provide links to pesific samples/ documents/ assignments/etc.	Giffed and Talented When possible provide links to specific samples / dominents/ assignments/etc.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key	<ul> <li>Extended time on assessments when needed.</li> </ul>	c. Provide Assessments at a Higher Level of Thinking
topics.	c. Preferred seating to be determined by student and d. greatsocialstudies.com (Enrichment Activities)	d. greatsocialstudies.com (Enrichment Activities)
c. Model and provide examples	teacher.	
d. Extended time on assessments when	the A TOATHE INTOHINED ASSESSMENTS WITCH INCRESSATY.	
needed.		

Unit 2	Unit 2 Connections
NISLS - Technology	Career Readiness Practices  When twenthe formula liefs to there's completed detailments accomments of a
When possible, provide links to specific camples / documents / assignments/ etc.  Refer to the NI Technology Standards	When possible provide links to specific samples, documents, assignments) etc.  Refer to the N Cateet Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects	CRP1. Act as a responsible and contributing citizen and employee.
personal and academic interests, achievements, and career	CRP2. Apply appropriate academic and technical skills.
aspirations by using a variety of digital tools and resources.	CRP3. Attend to personal health and financial well-being.
0 1 10 A D. Department of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of the second state of	CRP4. Communicate clearly and effectively and with reason.
8.1.12.A.2; Froduce and edit a muin-page digital document for a	CRP5. Consider the environmental, social and economic impacts of
commercial or professional audience and present it to peers and/or	decisions.
professionals in that related area for feview.	CRP6. Demonstrate creativity and innovation.
Q 1 10 A A. Construct a correctional visit multiple	CRP8. Utilize critical thinking to make sense of problems and persevere
worksheets, rename tabs to reflect the data on the worksheet, and	in solving them.

use mathematical or logical functions, charts and data from all	CRP9. Model integrity, ethical leadership and effective management.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	ore recurrency to commence productivity.
When possible, provide links to specific samples! documents! assignments! etc.  Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific ELA/Math/SG/SS standards as well as samples/documents/ assignments/etc. Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school.	English: DBQ's, NJSLS style writing from Primary Sources
home, work, and extracurricular activities for use in a career.	English: Research and writing prompts on the various court cases that shape American Democracy
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Math: Create chart and analyze data comparing old and new system of American Democracy
g.oom.y.	Math: Map Skills, interpreting charts and graphs
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

Content Standards	Critical Knowledge & Skills ("Unpacked": Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples  The Student will be able to:)
- Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution of Constitution	What is the difference between	reading	Create
6.3.12.A.1	Congress and Parliament?		
Develop a plan for public		Classroom Discussions,	Class discussion on
accountability and	Who is in Congress?	Socratic seminars, and	Members of congress
transparency in government		Debates	O
related to a particular issue(s)	Do members represent their	Analysis of graphic organizers	Current events find a

Create a presidential program	Definitions of key terms and	president consulaciea?	the national government and
Presidential power	Class Trips to applicable historical sites/monuments	How is the office of the	Describe how the Supreme Court increased the power of
Class discussion:	PowerPoint Presentations	president?	6.1.12.A.3.d
	Annotated Timelines  Teacher and student led	What are the powers of the	democracy around the world.
	0	presidency.	Rights) and assess their importance on the spread of
presidency	Analysis of graphic organizers	Describe the explicition of the	the Constitution, and Bill of
Class discussion: linage of the	Dehates	President and a Prime Minister?	Declaration of Independence,
	Classroom Discussions, Socratic seminars, and	What is the difference between a	Intellectual origins of the Foundational Documents (i.e.,
sheet President v. PM	activities		Assess the importance of the
Compare and contrast	Annotations and close reading		6.1.12.A.2.a
			ownership, religion, and legal status affected political rights.
			Analyze how gender, property
			6.1.12.A.1.b
	speakers		participatory government.
	Summary and analysis of guest		rights, economic growth, and
	Videos/Documentaries/Films		to fit their ideas of individual
	Summary and Analysis of		British governance structure
	Written responses to queries		American colonies adapted the
	analysis and essays	•	Explain how British North
	Document Based Question	congress?	6.1.12.A.1.a
system?	Presentations	How has 9/11 affected	
Debate: should attacks like	Individual/Group	How Does a bill become a law?	security and/or individual civil rights/privacy.
Flow chart on Bill to law	Definitions of key terms and	organizear	governmental practices and laws affecting national
	historical sites/monuments	How is congressed	Analyze the impact of current
congressional leadership	Class Trips to applicable		6.3.12.D.1
Chart on Committees and	PowerPoint Presentations	in congress?	
	Teacher and student led	What is the role of partisanship	officials.
article	Annotated Timelines		appropriate government
partisan congressional	and notes	voters?	and share the plan with

	Annotations and close reading activities Classroom Discussions, Socratic	List and describe different jurisdictions of the court.	6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding
	Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	What is the structure of the Federal Court System?	6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
	Individual/Group Presentations Document Based Question analysis and essays	How has the bureaucracy been reformed?	Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
Debate should congress have oversight over the bureaucracy?	Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts	How has the bureaucracy grown over the years?  What is congressional oversight? Is it necessary?	6.1.12.A.4.a Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred
Bureaucracy outline	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes	What is a proxy government?	6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
	Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	What is presidential character?	state and local issues, the press, the rise of interestgroup politics, and the rise of party politics impacted the development of democratic institutions and practices.
What is presidential character? Worksheet	Individual/Group Presentations Document Based Question analysis and essays	program?  How powerful is a president?	growth during this era.  6.1.12.A.3.g  Determine the extent to which

6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression. How does a case get to court?	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.  Are there checks on judicial power?	World War J, and explain why the United States eventually entered the war.  6.1.12.A.8.a  What are the powers of the Court?
get to court?  Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers		seminars, and Debates Analysis of graphic organizers ers of the and notes Annotated Timelines Teacher and student led
Map to the court worksheet	Martin v. Hunter lessee Rule of 4 activity	Name that jurisdiction game.

ns students	Unit 3 Suggested Modifications/Accommodations/Extension Activities	ion Activities
English Language Learners (ELL)  When possible, provide links to specific samples/ desaments/ assignments/etc.	Special Education / 504  When possible preside links to specific camples / documents / assignments / etc.	Giffed and Talented When possible, provide links to specific samples! documents! assignments!etc.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
<ul> <li>b. Students may be provided with note</li> </ul>	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
<ul> <li>c. Model and provide examples</li> </ul>	c. Preferred seating to be determined by student and	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	e. Student may complete assessments in alternate	
<ol> <li>Students may use a bilingual dictionary.</li> </ol>	setting when requested.	
g. Pair Visual Prompts with Verbal	f. Establish a non-verbal cue to redirect student	
Presentations	when not on task.	
h. Highlight Key Words & Phrases		

NJSLS - Technology  When possible, provide links to specific samples / documents / assignments/ etc.  Refer to the NI Technology Standards	Career Readiness Practices    Phen possible provide links to specific samples/ documents/ assignments/etc.   Refer to the N   Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career	
aspirations by using a variety of digital tools and resources.	CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason.
8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.
8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills  When possible provide links to perfit samples / documents / assignments / etc.  Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sel/SS standards as well as samples/ dissements/ assignments/esc. Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a	English: DBQ's, NJSLS style writing from Primary Sources
career.  9.2.8.B.4 Evaluate how traditional and nontraditional	English: Research and writing prompts on the various court cases that shape American Democracy
careers have evolved regionally, nationally, and globally.	Math: Create chart and analyze data comparing old and new system of American Democracy
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	Math: Map Skills, interpreting charts and graphs
9.2.8.B.7 Evaluate the impact of online activities and social	

			individual rights, economic growth, and participatory
Group Activities	•		governance structure to fit their ideas of
	Summary and analysis of guest speakers		North American colonies adapted the British
Mock Trials	Summaty and Analysis of Videos/Documentaries/Films		6.1.12.A.1.a Explain how British
Individual presentations	Written responses to queries		privacy.
	Document Based Question		security and/or individual civil rights/
Written responses to topics	Individual/Group	-	practices and laws
	Concepts		current governmental
policy	historical sites/monuments	Majoritarian, Interest group, client,	6.3.12.D.1
Group presentations on each	Class Trips to applicable	What is the difference between	officials.
	Teacher and student led		appropriate government
	Annotated Timelines		particular issue(s) and share the plan with
	Analysis of graphic organizers		government related to a
policies.	Classroom Discussions, Socratic seminars, and Debates	How is the agenda set?	Develop a plan for public accountability and
Class discussions on	Annotations and close reading activities		6.3.12.A.1
Standard Mastery Examples When possible, provide links to specific camples/ documents/ assignments/ etc.	Content-Specific Fractices (when applicable)	Critical Knowledge & Skills ("Unpacked" Standards)	Content Standards
	Unit 4: The Politics of Public Policy	Unit 4: The Po	

	Summary and analysis of guest speakers		6.1.12.A.3.g Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the
Free Response Questions and Answers	concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films	Describe the taxing system and the budget	6.1.12.A.3.d Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
Individual presentations	Annotated Timelines Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and	What are the economic theories and politic needs?	Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
Written people to topics	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers	What is the machinery of economic policy making?	6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of
Free Response Questions and Answers			6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.
Class Discussions		- Production and the second	government.

Class Discussions	Analysis of graphic organizers and notes Annotated Timelines Teacher and student led	What are the kinds of foreign policy?	and explain why the United States eventually entered the war.
Group Activities	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates	What is the machinery of foreign policy?	6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I,
	Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers		of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
Free Response Questions and Answers	Document Based Question analysis and essays Written responses to queries		led to the Civil War. 6.1.12.A.6.a
)	concepts Individual/Group Presentations	decision making?	actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession)
Individual presentations	PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and	What is the structure of defense	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government
	Analysis of graphic organizers and notes Annotated Timelines Teacher and student led	Describe social welfare in the US.	opportunities and in the development of responsible citizens.  6.1.12.A.4.a
Class Discussions	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates	What are the two kinds of welfare programs?	6.1.12.D.3.d Analyze the role education played in improving economic
			development of democratic institutions and practices.

	consumer.
	on business and the
	impact of these policies
	1920s, and determine the
	of the country during the
	policies to the prosperity
through each policy view?	Relate government
wriat is the environmental	6.1.12.A.8.a

What is the environmental policy: | PowerPoint Presentations Definitions of key terms and historical sites/monuments Class Trips to applicable

concepts Individual/Group

analysis and essays Presentations Document Based Question

Videos/Documentaries/Films Summary and Analysis of Written responses to queries

speakers

Summary and analysis of guest

and Answers Free Response Questions

#### States government contributed to the Great Depression. and policies of the United Analyze how the actions 6.1.12.A.9.a

The second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second secon	Unit 4 Suggested Modifications/Accommodations/Extension Act	ion Activities
English Language Learners (ELL)  When possible, provide links; to specific samples/ documents/ assignments/etc.	Special Education / 504 [When possible, provide links to specific samples / documents / etc.  assignments / etc.	Gifted and Talented When possible, provide lines to specific samples (documents) assumment (str.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	<ul> <li>Extended time on assessments when needed.</li> </ul>	c. Provide Assessments at a Higher Level of Thinking
<li>c. Model and provide examples</li>	<ul> <li>Preferred seating to be determined by student and</li> </ul>	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.		-
e. Establish a non-verbal cue to redirect student	<ul> <li>d. Provide modified assessments when necessary.</li> </ul>	
when not on task.	E. Student may complete assessments in alternate	
f. Students may use a bilingual dictionary.	setting when requested.	
<li>g. Pair Visual Prompts with Verbal</li>		
Presentations		

	8 1 12 A 1: Create a nersonal digital nortfolio which reflects	NJSLS - Technology  When possible, provide links to specific samples / documents / assignments / etc.  Refer to the NI Technology Standards	e tiun.
CRP1. Act as a responsible and contributing citizen and employee.		Career Readiness Practices  When possible, provide links to sperific samples/ documents/ assignments/etc.  Refer to the M Career Readiness Practices	4 Connections

Content Standards  Critical Knowledge & Skills	9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	21st Century Skills  When possible, provide in ks to specific samples! decomments! assignments! etc.  Refer to the 21st Century Life and Skills	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	aspirations by using a variety of digital tools and resources.  8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
The Nature of American Democracy  Content-Specific Practices Standard Mastery Examples		Math: Map Skills, interpreting charts and graphs	Math: Create chart and analyze data comparing old and new system of American Democracy	English: DBQ's, NJSLS style writing from Primary Sources English: Research and writing prompts on the various court cases that shape American Democracy	Interdisciplinary Connections When possible, provide links to specific ELL4/Mahi/Sri/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards		CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.

	("Unpacked" Standards)	(when applicable)	When possible, provide links to specific samples/ documents/ assignments/stc.
6.3.12.A.1		Annotations and close	
Develop a plan for public		reading activities	Class discussion on the
accountability and		Classroom Discussions	Cidas discassion on the
transparency in	Compare the new and old	Socratic seminars, and	nature of American
government related to a	systems.	Debates	Democracy
particular issue(s) and		Analysis of graphic	
share the plan with		organizers and notes	
appropriate government		Annotated Timelines	
officials.		Teacher and student led	
5 5 7		PowerPoint Presentations	Chart comparing the old
Analyze the impact of		historical sites/montmonts	and new system
current governmental		Definitions of key terms	
practices and laws	What are the consequences of	and concepts	
affecting national security	activism?	Individual/Group	
and/or individual civil		Presentations	
rights/ privacy.		Document Based	Mock Trials
)		Question analysis and	
6.1.12.A.1a		essays	
Explain how British North		Written responses to	
American colonies		queries	
adapted the British		Summary and Analysis of	
governance structure to	What are the influences of	Videos/Documentaries/Fil	Free Response Questions
fit their ideas of individual	structure vs influence of ideas?	ms	and Answers
rights, economic growth,		Summary and analysis of	
and participatory		guest speakers	
government.			

Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides	Formative Assessment Formative Assessment When positible, provide links to specific samples! doo	government.
ers, Class Participation, Exit ruides	Unit 5 A. sment M. dooments/assignments/as.	The Administration of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of
Tests, Quizzes,	ssessment Plan Summative Assi When possible, provide links to specife sam	
Quizzes, Projects	essment plosi documents assignments fat:	

nodations/Extension Activities [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504] [J. 504]
a Read written instructions  a. Students may be provided with note organizers /  a. Use of Higher Level Questioning Techniques
y topics. b. Extended time on assessments when needed.
c. Model and provide examples c. Preferred seating to be determined by student and d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed. teacher.
e. Establish a non-verbal cue to redirect student d. Provide modified assessments when necessary.
when not on task.  E. Student may complete assessments in alternate
f. Students may use a bilingual dictionary. setting when requested.
g. Pair Visual Prompts with Verbal
Presentations

NJSLS - Technology When possible, provide lines to spesific samples/ documents/ assignments/de. Refer to the NJ Technology Standards	Gareer Readtiness Practices  When possible, provide index to specific samples/ documents/ assignments/etc.  Refer to the NI Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.
8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.
8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills  When passible, provide links to specific samples! documents / assignments/est.  Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and	English: DBQ's, PARCC style writing from Primary Sources

leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	English: Research and writing prompts on the various court cases that shape American Democracy
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Math: Create chart and analyze data comparing old and new system of American Democracy
	Math: Map Skills, interpreting charts and graphs
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	