

TOWNSHIP OF UNION PUBLIC SCHOOLS



**Advanced Placement
Government & Politics**

July 21, 2020

Mission Statement

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

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic 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 formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

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

A variety of strategies and processing skills will be incorporated to implement the content of the course. Primary source documents, individual and group research, as well as a nationally sponsored simulated legislative hearing competition will 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

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Unit 1 The American System	6.3.12.A.1 6.3.12.D.1 6.1.12.A.1.a 6.1.12.A.1.b 6.1.12.A.2.a-f 6.1.12.A.3.d 6.1.12.A.3.g-i 6.1.12.D.3.d 6.1.12.A.4.a-d 6.1.12.A.6.a-c 6.1.12.A.7.a-c 6.1.12.A.8.a-c 6.1.12.A.9.a	<p>What is political power and democracy?</p> <p>How is power distributed?</p> <p>What explains political change?</p> <p>What are the principle ideas that shaped the founders' views about the purpose of government and the need to protect individual rights?</p> <p>Describe the disputes and compromises surrounding the Constitutional Convention?</p> <p>How was the government organized under the Constitution?</p> <p>Why was the Bill of Rights adopted?</p> <p>Assess the difference between the federalists and anti-federalists.</p> <p>What is the meaning of federalism?</p> <p>What ways does the federal government exhibit control over the state?</p> <p>Assess the elastic language of the constitution.</p> <p>What is American political culture and how does it compare to the political culture of other nations?</p>	<ul style="list-style-type: none"> ● 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 analysis and essays ● Written responses to queries ● Summary and Analysis of Videos/Documentaries/Films

- Summary and analysis of guest speakers

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

	<p>6.1.12.A.1.b 6.1.12.A.2.a-f 6.1.12.A.3.d 6.1.12.A.3.g-i 6.1.12.D.3.d 6.1.12.A.4.a-d 6.1.12.A.6.a-c 6.1.12.A.7.a-c 6.1.12.A.8.a-c 6.1.12.A.9.a</p>	<p>What caused the rise of the American electorate? What causes Americans to participate in politics? Compare and contrast Political parties in the U.S. and abroad. Describe the rise and decline of political parties in America. Demonstrate knowledge of the National party structure today. How does the president get nominated? What is the two party system? What are the different roles between state and local parties? How have campaigns changed? What is the difference between Presidential and congressional campaigns? Where does money come from? What decides the election? How do elections affect policy? What are interest groups? How do interest groups fund themselves? How does the government regulate interest groups?</p>	
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		<p>What is the structure of the media?</p> <p>How do the government and media rely on each other?</p> <p>Is the national media biased?</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Textbook: American Government 12th edition, AP Edition. http://www.miamistadcurriculum.net/history/units http://teachingamericanhistory.org/toolkits/ http://teachinghistory.org/ https://studentsofhistory.org/google-classroom-history/ https://apcentral.collegeboard.org/courses/ap-united-states-government-and-politics/classroom-resources https://www.cnn.com/cnn10 https://www.icivics.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/</p>	<p>What is the difference between Congress and Parliament?</p> <p>Who is in Congress?</p> <p>Do members represent their voters?</p> <p>What is the role of partisanship in congress?</p> <p>How is congressed organized?</p> <p>How Does a bill become a law?</p> <p>How has 9/11 affected congress?</p> <p>What is the difference between a President and a Prime</p>	
<p>Unit 3 Institutions and Government</p>	<p>6.3.12.A.1 6.3.12.D.1 6.1.12.A.1.a 6.1.12.A.1.b 6.1.12.A.2.a-f 6.1.12.A.3.d 6.1.12.A.3.g-i</p>	<p>What is the difference between Congress and Parliament?</p> <p>Who is in Congress?</p> <p>Do members represent their voters?</p> <p>What is the role of partisanship in congress?</p> <p>How is congressed organized?</p> <p>How Does a bill become a law?</p> <p>How has 9/11 affected congress?</p> <p>What is the difference between a President and a Prime</p>	

	<p>6.1.12.D.3.d</p> <p>6.1.12.A.4.a-d</p> <p>6.1.12.A.6.a-c</p> <p>6.1.12.A.7.a-c</p> <p>6.1.12.A.8.a-c</p> <p>6.1.12.A.9.a</p>	<p>Minister?</p> <p>Describe the evolution of the presidency.</p> <p>What are the powers of the president?</p> <p>How is the office of the president constructed?</p> <p>What is a presidential program?</p> <p>How powerful is a president?</p> <p>What is presidential character?</p> <p>What is a proxy government?</p> <p>How has the bureaucracy grown over the years?</p> <p>What is congressional oversight? Is it necessary?</p> <p>How has the bureaucracy been reformed?</p> <p>What is the structure of the Federal Court System?</p> <p>List and describe different jurisdictions of the court.</p> <p>What are the powers of the Court?</p> <p>Are there checks on judicial power?</p> <p>How does a case get to court?</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Textbook: <u>American Government 12th edition</u>, AP Edition. http://www.njiamstadcurriculum.net/history/units http://teachingamericanhistory.org/toolkits/ http://teachinghistory.org/</p>		

	<p>https://studentsofhistory.org/google-classroom-history/ https://apcentral.collegeboard.org/courses/ap-united-states-government-and-politics/classroom-resources https://www.cnn.com/cnn10 https://www.icivics.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/</p>	
<p>Unit 4 The Politics of Public Policy</p>	<p>6.3.12.A.1 6.3.12.D.1 6.1.12.A.1.a 6.1.12.A.1.b 6.1.12.A.2.a-f 6.1.12.A.3.d 6.1.12.A.3.g-i 6.1.12.D.3.d 6.1.12.A.4.a-d 6.1.12.A.6.a-c 6.1.12.A.7.a-c 6.1.12.A.8.a-c</p>	<p>How is the agenda set? What is the difference between Majoritarian, Interest group, client, and entrepreneurial politics? What is the machinery of economic policy making? What are the economic theories and politic needs? Describe the taxing system and the budget What are the two kinds of welfare programs? Describe social welfare in the US. What is the structure of defense decision making? What is the machinery of foreign policy? What are the kinds of foreign policy?</p>

	6.1.12.A.9.a	What is the environmental policy: through each policy view?	
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>Textbook: American Government 12th edition AP Edition. http://www.njiamistadcurriculum.net/history/units http://teachingamericanhistory.org/toolkits/ http://teachinghistory.org/ https://studentsofhistory.org/google-classroom-history/ https://apcentral.collegeboard.org/courses/ap-united-states-government-and-politics/classroom-resources https://www.cnn.com/cnn10 https://www.icivics.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/</p>		
<p>Unit 5 The Nature of American Democracy</p>	<p>6.3.12.A.1 6.3.12.D.1 6.1.12.A.1a</p>	<p>Compare the new and old systems. What are the consequences of activism? What are the influences of structure vs. influence of ideas?</p>	
<p>Suggested Resources Provide links to specific</p>	<p>Textbook: American Government 12th edition AP Edition. http://www.njiamistadcurriculum.net/history/units http://teachingamericanhistory.org/toolkits/</p>		

resources/activities	http://teachinghistory.org/ https://studentsofhistory.org/google-classroom-history/ https://apcentral.collegeboard.org/courses/ap-united-states-government-and-politics/classroom-resources https://www.cnn.com/cnn10 https://www.icivics.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ http://www.lgbtqhistory.org/course/high-school-lesson-plans-history-frameworks/	
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Curricular Units

Unit 1: The American Systems			
Content Standards	Critical Knowledge & Skills <i>(“Unpacked” Standards)</i>	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to)</i>
<p>6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</p> <p>6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security</p>	<p>What is political power and democracy?</p> <p>How is power distributed?</p> <p>What explains political change?</p> <p>What are the principle ideas that shaped the founders’ views about the purpose of government and the need to protect individual rights?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and</p>	<p>Group work attempting to define each, and find examples in the American Political System.</p> <p>Compare and contrast the Articles of Confederation and the US Constitution.</p>

<p>and/or individual civil rights/ privacy.</p> <p>6.1.12.A.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</p> <p>6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.</p>	<p>Describe the disputes and compromises surrounding the Constitutional Convention?</p> <p>How was the government organized under the Constitution?</p>	<p>concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Project: Ad campaign for different Constitutions Plans: Great compromise, New Jersey Plan, VA plan</p>
<p>6.1.12.A.2.a 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 world.</p> <p>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.</p> <p>6.1.12.A.3.g Determine the extent to which state and local issues, the</p>	<p>Why was the Bill of Rights adopted?</p> <p>Assess the difference between the federalists and anti-federalists.</p> <p>What is the meaning of federalism?</p> <p>What ways does the federal government exhibit control over the state?</p> <p>Assess the elastic language of the</p>	<p>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 analysis and essays Written responses to queries</p>	<p>Constitution Power Game</p> <p>Discussion of Federalist and Anti Federalist writings</p> <p>Write a Brief: Court Case: Marbury V. Madison</p> <p>Mock Trial: McCulloch V. Maryland</p> <p>Name that Grant Game:</p>

<p>press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.</p>	<p>constitution.</p>	<p>Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Block vs. Conditional vs Rev. Sharing</p>
<p>6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.</p> <p>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 Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</p>	<p>What is American political culture and how does it compare to the political culture of other nations?</p> <p>What are the differences between Civil Rights and Civil Liberties?</p>	<p>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 analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Group work on different Political Cultures. End result compare and contrast in class.</p> <p>Class discussion on Political culture origins</p> <p>Discussion Rights vs. Liberties</p>
<p>6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.</p>	<p>Is separate but equal actually equal?</p> <p>Do people have a constitutional</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes</p>	<p>Case Briefs: Schack vs. US Chaplinsky v. New Hampshire, NY Times v. Sullivan, McCConnell v. Fed Election Commission,</p>

<p>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.</p> <p>6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.</p>	<p>right to privacy?</p> <p>What protection does the constitution give to women, homosexuals, and minorities in public and private life?</p>	<p>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</p>	<p>Texas v. Johnson Mapp v Ohio, Miranda v. Arizona, Grlow Eschado v. Illinois</p> <p>Class discussion on: Plessy v. Ferguson Brown V. Board Mock Trial: Roe v. Wade</p> <p>Examine how the movement for LGBTQ rights were part of the broader Civil Rights Movement.</p>
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Unit 1 Assessment Plan	
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Tests, Quizzes, Projects</p>

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

e. Establish a non-verbal cue to redirect student when not on task.

d. Provide modified assessments when necessary.

Unit 1 Connections	
<p>NJSLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p>Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p>	<p>English: DBQ's, NJSLS style writing from Primary Sources</p> <p>English: Research and writing prompts on the various court cases that shape American Democracy</p> <p>Math: Create chart and analyze data comparing old and new system of American Democracy</p> <p>Math: Map Skills, interpreting charts and graphs</p>

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Unit 2: Opinions, Interests, and Organizations

Content Standards	Critical Knowledge & Skills (*Unpacked* Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible provide links to specific samples/documents/ assignments/etc.</i>
<p>6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</p> <p>6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.</p> <p>6.1.12.A.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</p> <p>6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status</p>	<p>What is public opinion?</p> <p>How do people politically socialize?</p> <p>What are politic elites?</p> <p>How does polling work?</p> <p>What caused the rise of the American electorate?</p> <p>What causes Americans to participate in politics?</p> <p>Compare and contrast Political parties in the U.S. and abroad.</p> <p>Describe the rise and decline of political parties in America.</p> <p>Demonstrate knowledge of the National party structure today.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Project: Create a poll</p> <p>Class discussion on how people political socialize</p> <p>Guest Speaker on the use of Statistics in political science</p>

<p>affected political rights.</p>			
<p>6.1.12.A.2.a 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 world.</p>	<p>How does the president get nominated? What is the two party system?</p>	<p>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 analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Look at voter data from past elections discuss positive and negatives to US voter turnout Create a plan to make voter turnout better</p>
<p>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.</p>	<p>What are the different roles between state and local parties? How have campaigns changed?</p>		<p>Liberal vs Conservative what are you? Create a chart on current party leadership</p>
<p>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.</p>	<p>What is the difference between Presidential and congressional campaigns?</p>		
<p>6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.</p>	<p>Where does money come from?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes</p>	<p>Activity: the map to nomination</p>

<p>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 Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</p> <p>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.</p>	<p>What decides the election?</p> <p>How do elections affect policy?</p>	<p>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/Documents/Films Summary and analysis of guest speakers</p>	<p>Project: Create a campaign plan</p> <p>Case Brief: Citizens United Case</p>
<p>6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.</p> <p>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.</p> <p>6.1.12.A.9.a Analyze how the actions and</p>	<p>What are interest groups?</p> <p>How do Interest groups fund themselves?</p> <p>How does the government regulate Interest groups?</p> <p>What is the structure of the media?</p> <p>How do the government and</p>	<p>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</p>	<p>Campaign CD project</p> <p>Lobbying project: Create and interest group. Describe what it does, how its funded how it achieves its goals.</p> <p>Debate: Is lobbying good or bad.</p>

<p>policies of the United States government contributed to the Great Depression.</p>	<p>media rely on each other? Is the national media biased?</p>	<p>analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	
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Unit 2 Assessment Plan			
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>			<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>			<p>Tests, Quizzes, Projects</p>

Unit 2 Suggested Modifications/Accommodations/Extension Activities			
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	
<p>a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed.</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.</p>	<p>a. Use of Higher Level Questioning Techniques b. Extension/ Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. gearsocialstudies.com (Enrichment Activities)</p>	

Unit 2 Connections			
<p>NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices</p>		
<p>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.</p> <p>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.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and</p>	<p>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. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>		

<p>use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>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.</p>	<p>CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/ Math/ Sci/ SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: DBQ's, NISLS style writing from Primary Sources</p> <p>English: Research and writing prompts on the various court cases that shape American Democracy</p> <p>Math: Create chart and analyze data comparing old and new system of American Democracy</p> <p>Math: Map Skills, interpreting charts and graphs</p>

Unit 3: Institutions and Government

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

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

<p>promoted national economic growth during this era.</p> <p>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.</p>	<p>What is a presidential program?</p> <p>How powerful is a president?</p> <p>What is presidential character?</p>	<p>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</p>	<p>for the president What is presidential character? Worksheet</p>
<p>6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.</p>	<p>What is a proxy government?</p> <p>How has the bureaucracy grown over the years?</p> <p>What is congressional oversight? Is it necessary?</p> <p>How has the bureaucracy been reformed?</p>	<p>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 analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Bureaucracy outline</p> <p>Debate should congress have oversight over the bureaucracy?</p>
<p>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 Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</p> <p>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.</p>	<p>What is the structure of the Federal Court System?</p>		
<p>6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding</p>	<p>List and describe different jurisdictions of the court.</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic</p>	

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 policies of the United States government contributed to the Great Depression.	What are the powers of the Court? Are there checks on judicial power? How does a case get to court?	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 analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers	Name that jurisdiction game. Case briefs: Exparte McCordle Marlin v. Hunter lessee Rule of 4 activity Map to the court worksheet
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Unit 3 Assessment Plan		
Formative Assessment		Summative Assessment
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>		<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,		Tests, Quizzes, Projects

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

Unit 3 Connections

<p align="center">NJSLS - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p align="center">Career Readiness Practices</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p align="center">21st Century Skills</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social</p>	<p align="center">Interdisciplinary Connections</p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: DBQ's, NJSLS style writing from Primary Sources</p> <p>English: Research and writing prompts on the various court cases that shape American Democracy</p> <p>Math: Create chart and analyze data comparing old and new system of American Democracy</p> <p>Math: Map Skills, interpreting charts and graphs</p>

media on employer decisions.

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

<p>government.</p> <p>6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.</p>			<p>Class Discussions</p> <p>Free Response Questions and Answers</p>
<p>6.1.12.A.2.a 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 world.</p> <p>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.</p> <p>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</p>	<p>What is the machinery of economic policy making?</p> <p>What are the economic theories and politic needs?</p> <p>Describe the taxing system and the budget</p>	<p>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 analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Written responses to topics</p> <p>Individual presentations</p> <p>Free Response Questions and Answers</p>

<p>development of democratic institutions and practices.</p>			
<p>6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.</p> <p>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 Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</p> <p>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.</p>	<p>What are the two kinds of welfare programs?</p> <p>Describe social welfare in the US.</p> <p>What is the structure of defense decision making?</p>	<p>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 analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Class Discussions</p> <p>Individual presentations</p> <p>Free Response Questions and Answers</p>
<p>6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.</p>	<p>What is the machinery of foreign policy?</p> <p>What are the kinds of foreign policy?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led</p>	<p>Group Activities</p> <p>Class Discussions</p>

<p>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.</p> <p>6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.</p>	<p>What is the environmental policy through each policy view?</p>	<p>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/Documents/Films Summary and analysis of guest speakers</p>	<p>Free Response Questions and Answers</p>
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Unit 4 Suggested Modifications/Accommodations/Extension Activities			
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations</p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested.</p>	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)</p>	

Unit 4 Connections	
<p>NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices</p>
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p>

<p>aspirations by using a variety of digital tools and resources.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p><i>21st Century Skills</i> <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><i>Interdisciplinary Connections</i> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: DBQ's, NJLS style writing from Primary Sources</p> <p>English: Research and writing prompts on the various court cases that shape American Democracy</p> <p>Math: Create chart and analyze data comparing old and new system of American Democracy</p> <p>Math: Map Skills, interpreting charts and graphs</p>

<h2>Unit 5: The Nature of American Democracy</h2>			
Content Standards	Critical Knowledge & Skills	Content-Specific Practices	Standard Mastery Examples

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

Unit 5 Assessment Plan		Summative Assessment	
<i>If/when possible, provide links to specific samples/ documents/ assignments/ etc.</i>		<i>If/when possible, provide links to specific samples/ documents/ assignments/ etc.</i>	
<p>Formative Assessment</p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides</p>			<p>Tests, Quizzes, Projects</p>

Unit 5 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL)</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Read written instructions Students may be provided with note organizers /study guides to reinforce key topics. Model and provide examples Extended time on assessments when needed. Establish a non-verbal cue to redirect student when not on task. Students may use a bilingual dictionary. Pair Visual Prompts with Verbal Presentations Highlight Key Words & Phrases 	<p>Special Education / 504</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Students may be provided with note organizers / study guides to reinforce key topics. Extended time on assessments when needed. Preferred seating to be determined by student and teacher. Provide modified assessments when necessary. Student may complete assessments in alternate setting when requested. 	<p>Gifted and Talented</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Use of Higher Level Questioning Techniques Extension/Challenge Questions Provide Assessments at a Higher Level of Thinking greatsocialstudies.com (Enrichment Activities)
Unit 5 Connections		
<p>NISES - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NI Technology Standards</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NI Career Readiness Practices</i></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and</p>
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p>Interdisciplinary Connections</p> <p><i>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</i></p> <p>English: DBO's, PARCC style writing from Primary Sources</p>	

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