

TOWNSHIP OF UNION PUBLIC SCHOOLS



Trends in Politics

Adopted: July 30, 2024

Unit 1: Constitution Analysis

Grade level: 10-12

Timeframe: 4.5 weeks

Core Ideas

In this unit of study students will revisit the Constitution and analyze in further depth the framework of the constitution and its ability to continue as the framework of government in the United States. The concept of checks and balances will be a main focus as students analyze each branch of government and its relation to one another as a pillar of government in the United States. Constitutional case studies of various amendments concentrating on the Bill of Rights will be examined.

- Chronological sequencing helps us understand the interrelationship of historical events.
 - Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
 - Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
 - Historical contexts and events shaped and continue to shape people's perspectives.
 - Examining historical sources may answer questions but may also lead to more questions.
 - Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments
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Guiding Questions

- What is the purpose of the U.S. Constitution, and why is it considered the supreme law of the land?
 - How does the Constitution establish the framework for the federal government, including the separation of powers?
 - What are the main responsibilities of each branch of government as outlined in the Constitution?
 - How does the system of checks and balances operate among the three branches of government?
 - What are the powers and limitations of Congress as the legislative branch?
 - What are the roles and powers of the President as the head of the executive branch?
 - How is the judicial branch structured, and what role does the Supreme Court play in interpreting the Constitution?
 - What are the processes for creating, enforcing, and interpreting laws within the framework of the Constitution?
 - How does the Constitution protect individual rights and freedoms, and what amendments address these protections?
 - How has the interpretation of the Constitution evolved over time through landmark Supreme Court cases?
 - How do state and local governments interact with the federal government under the principles of federalism?
 - What are the mechanisms for amending the Constitution, and why have amendments been added over time?
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Standards

Standards (Taught and Assessed)

- 6.1.12.CivicsPI.2.a - Civic and Political Institutions
- 6.1.12.CivicsPI.2.b - Civic and Political Institutions
- 6.1.12.CivicsPR.2.a - Processes and Rules
- 6.1.12.CivicsPD.2.a - Participation and Deliberation

Social-Emotional Learning Competencies

1. Classroom Discussions:

- Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

Instructional Plan

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.</p>	<p>1. KWL Chart:</p> <ul style="list-style-type: none"> ○ Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____."

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>WALT 6.1.12 Prepare and articulate the importance of separation of powers in the U.S. Constitution.</p>	<p>Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking</p>	<p>Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p>	<p>Instructional Strategies and Activities</p> <p>District Textbook</p>	<p>Extended Time: Modification: Offer extended time for completing pre-assessment activities to</p>

<p>WALT 6.1.12 Prepare and articulate the importance of individual rights in the U.S. Constitution</p>	<p>questions.</p> <p>Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p>Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p>Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p>Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p>Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p>	<p>Primary and Secondary Source Analysis Strategies</p> <p>Online Textbook - Peer Edited by College Professors</p> <p>ReadWorks</p> <p>ActivelyLearn</p> <p>NewsELA</p> <p>Digital Museums</p> <p>Digital History Database</p> <p>Africans in America</p> <p>U.S. History Lessons Stanford History Education Group</p> <p>Unit Specific Branches of Power Activity: students will analyze why the branches of power were created to limit central power. Activity Resource</p> <p>Commander in Chief Activity: students will analyze the role of the President as</p>	<p>accommodate students who may require additional processing time.</p> <p>Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p>Sensory Supports: Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p>Assistive Technology: Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</p>
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		<p>Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p>Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>	<p>Commander in Chief. Activity Resource</p> <p>Head of State Presentation - students will create a presentation describing a former Presidents visit to another country as Head of State. Activity Resource</p> <p>Chief Executive Activity: students will analyze the role of the President as Chief Executive. Activity Resource</p>	
<p>WALT 6.1.12 Examine the emergence of early political parties and their views on centralized government.</p>	<p>Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p>Effective Note-Taking: Develop a note-taking system that works for</p>	<p>Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p>Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a</p>	<p>Legislative Branch Activity: Students will research a particular district in the state of NJ and analyze various committees members serve on. Resource Activity</p>	<p>Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p>Digital Tools:</p>

	<p>you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p>Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p>Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>partner, and then share their thoughts with the class.</p> <p>Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p>Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts</p>		<p>Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p>Sensory Supports: Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p>Assistive Technology: Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</p>
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		<p>to help students organize historical information.</p> <p>Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>		
<p>WALT 6.1.12 Examine the emergence of early political parties and their views on foreign affairs.</p>	<p>Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p>Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p>	<p>Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p>Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p>Concept Mapping: Have students create concept maps to visually</p>	<p>Instructional Strategies and Activities</p> <p>District Textbook</p> <p>Primary and Secondary Source Analysis Strategies</p> <p>Online Textbook - Peer Edited by College Professors</p> <p>ReadWorks</p> <p>ActivelyLearn</p>	<p>Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p>Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students</p>

	<p>Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p>Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>represent the connections between key concepts and events in U.S. history.</p> <p>Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p>Jigsaw Activity: Divide the class into groups,</p>	<p>NewsELA</p> <p>Digital Museums</p> <p>Digital History Database</p> <p>Africans in America</p> <p>U.S. History Lessons Stanford History Education Group</p>	<p>with diverse learning preferences.</p> <p>Sensory Supports: Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p>Assistive Technology: Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</p>
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		<p>each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>		
<p>WALT 6.1.12 Explain how judicial review made the Supreme Court an influential branch of government.</p>	<p>Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p>Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p>Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p>	<p>Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p>Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p>Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p>Kahoot or Quizlet Live: Use online quiz</p>	<p>Judicial Branch Activity: students will examine prior court cases that deal with the concept of separation of powers. Activity Resource</p>	<p>Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p>Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p>Sensory Supports: Modification: Provide sensory supports, like</p>

	<p>Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p>Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages</p>		<p>fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p>Assistive Technology: Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</p>
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		collaboration.		
		<p>One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>		

<p>WALT 6.1.12 Construct an argument regarding the continual impact of the Supreme Court today.</p>	<p>Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p>Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p>Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p>Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and</p>	<p>Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p>Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p>Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p>Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge</p>	<p>Instructional Strategies and Activities</p> <p>District Textbook</p> <p>Primary and Secondary Source Analysis Strategies</p> <p>Online Textbook - Peer Edited by College Professors</p> <p>ReadWorks</p> <p>ActivelyLearn</p> <p>NewsELA</p> <p>Digital Museums</p> <p>Digital History Database</p> <p>Africans in America</p> <p>U.S. History Lessons Stanford History Education Group</p>	<p>Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p>Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p>Sensory Supports: Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged</p>
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	<p>speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>Discussion</p> <p>Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>retention.</p> <p>Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p>Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>One-Minute Papers: Ask students to write a brief summary or</p>		<p>during pre-assessments.</p> <p>Assistive Technology: Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</p>
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		response to a historical question or prompt in one minute.		
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Benchmark Assessment 1	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Assessment of the various roles of the President in the Executive Branch, Congress in the Legislative Branch, and the Supreme Court in the Judicial Branch.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

Benchmark Assessment 2	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Writing Assignment analyzing the rights of citizens under the 1st, 2nd, and 4th Amendments.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
1. Unit Exam: <ul style="list-style-type: none"> o Administer a comprehensive exam that covers the three branches of government and their implications on checks and balances. 	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Reading Standards for Informational Text (RI):</p> <ol style="list-style-type: none"> 1. RI.6-8.1: Cite textual evidence to support analysis of what the text says explicitly and to make inferences. 2. RI.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary. 3. RI.6-8.3: Analyze the interactions between individuals, events, and ideas in a text. 4. RI.6-8.4: Determine the meaning of words and phrases as they are used in a text. <p>Writing Standards (W):</p> <ol style="list-style-type: none"> 10. W.6-8.1: Write arguments to support claims with clear reasons and relevant evidence. 11. W.6-8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. 12. W.6-8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 13. W.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>N.J.S.A. 18A:35-28, Holocaust/Genocide Education The Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</p> <p>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a</p> <p>Laura Wooten Law: N.J.S.A. 18A:35-41</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP</p>

Unit 2: Domestic Policy

Grade level: 10-12

Timeframe: 4.5 weeks

Core Ideas

In this unit of study students will dig deeply into pieces of proposed and passed legislation to determine the possible outcomes of the legislation along with the political motivation of the legislation. Current legislation will be examined including the Inflation Reduction Act, and proposed legislation on gun control in the United States.

- Chronological sequencing helps us understand the interrelationship of historical events.
 - Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
 - Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time
 - Historical contexts and events shaped and continue to shape people's perspectives.
 - Examining historical sources may answer questions but may also lead to more questions.
 - Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments
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Guiding Questions

1. What is inflation, and why is it a concern for economic stability and growth?
2. What were the goals and provisions of the Inflation Reduction Act, and how did it aim to address inflationary pressures?
3. What were the effects of the Inflation Reduction Act on government spending, taxation, and monetary policy?
4. How did different stakeholders, including policymakers, economists, and the public, respond to the Inflation Reduction Act?
5. What lessons can be learned from the implementation and outcomes of the Inflation Reduction Act for future economic policy decisions?
6. What is the purpose of gun laws, and how do they impact public safety and individual rights?
7. What are the key components of current federal gun laws, and how do they vary across states?
8. How do different stakeholders, such as gun rights advocates, gun control proponents, and lawmakers, influence the debate on gun laws?
9. What role does the Second Amendment play in shaping discussions and interpretations of gun laws?
10. How do recent trends in gun violence impact the conversation surrounding gun control measures?
11. What is the significance of *Roe v. Wade* in the context of reproductive rights and constitutional law?
12. What were the key arguments presented by the parties involved in *Roe v. Wade*, and how did the Supreme Court rule on the case?
13. How has the legal landscape surrounding abortion rights evolved since *Roe v. Wade* decision?
14. What are the political, social, and ethical implications of efforts to overturn or uphold *Roe v. Wade*?
15. How does public opinion influence the ongoing debate over abortion rights and access to reproductive healthcare services?

Standards

Standards (Taught and Assessed)

- 6.1.12.CivicsPI.2.a - Civic and Political Institutions
- 6.1.12.CivicsPI.2.b - Civic and Political Institutions
- 6.1.12.CivicsPR.2.a - Processes and Rules

Social-Emotional Learning Competencies

1. Classroom Discussions:

- Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

Instructional Plan

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.</p>	<p>1. KWL Chart:</p> <ul style="list-style-type: none">○ Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____"

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>WALT 6.1.12 Prepare and articulate the importance of separation of powers in the U.S. Constitution.</p> <p>WALT 6.1.12 Prepare and articulate the importance of individual rights in the U.S. Constitution</p>	<p>Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p>Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p>Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p>Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p>Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p>Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p>Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p>Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>Peer Review: Have students review and provide feedback on</p>	<p>Instructional Strategies and Activities</p> <p>District Textbook</p> <p>Primary and Secondary Source Analysis Strategies</p> <p>Online Textbook - Peer Edited by College Professors</p> <p>ReadWorks</p> <p>ActivelyLearn</p> <p>NewsELA</p> <p>Digital Museums</p> <p>Digital History Database</p> <p>Africans in America</p> <p>U.S. History Lessons Stanford History Education Group</p> <p>Unit Specific Inflation Reduction Act Project: students will</p>	<p>Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p>Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p>Sensory Supports: Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p>Assistive Technology:</p>

	<p>Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>each other's essays or projects related to U.S. history topics.</p> <p>Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p>Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>	<p>participate in a three part project analyzing the details of the Inflation Reduction Act and determining the possible outcomes of the bill.</p> <p>Activity Resource</p>	<p>Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</p>
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<p>WALT 6.1.12 Prepare and articulate the importance of individual rights in the U.S. Constitution</p>	<p>Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p>Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p>Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p>Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking</p>	<p>Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p>Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p>Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p>Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>Socratic Seminars: Conduct student-led</p>	<p>2nd Amendment Questionnaire: students will answer a series of questions regarding their stance on 2nd Amendment issues. Activity Resource</p>	<p>Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p>Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p>Sensory Supports: Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p>Assistive Technology: Modification: Allow students to use assistive technology devices or software that can read text</p>
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	<p>questions to deepen your understanding.</p>	<p>discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p>Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>		<p>aloud or provide other necessary accommodations.</p>
<p>WALT 6.1.12 Prepare and articulate a point of view about the importance of individual rights, separation of powers, and</p>	<p>Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking</p>	<p>Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p>	<p>Assault Rifle Ban Project: students will engage in a three part project analyzing recent proposed legislation on gun control, and</p>	<p>Extended Time: Modification: Offer extended time for completing pre-assessment activities to</p>

governmental structure in New Jersey's 1776 constitution **and the United States Constitution.**

questions.

Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.

Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.

Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.

Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.

Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.

Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.

determine the political barriers to passing such legislation. [Activity Resource](#)

accommodate students who may require additional processing time.

Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

Sensory Supports: Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

Assistive Technology: Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.

		<p>Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p>Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>		
<p>WALT 6.1.12 Construct an argument regarding the continual impact of the Supreme Court today.</p>	<p>Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p>Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell</p>	<p>Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p>Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share</p>	<p>Gun Control Senate Simulation: students will participate in a simulation allowing them to try and pass a piece of gun control legislation among other class members. Activity Resource</p>	<p>Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p>Digital Tools:</p>

	<p>notes, outline-style notes, or digital note-taking tools.</p> <p>Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p>Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>their thoughts with the class.</p> <p>Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p>Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students</p>		<p>Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p>Sensory Supports: Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p>Assistive Technology: Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</p>
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		<p>organize historical information.</p> <p>Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>		
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Benchmark Assessment 1	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Writing Assessment detailing the students final determination of the validity to the Inflation Reduction Act and the political motivation behind the passing of the bill.	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Benchmark Assessment 2	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Writing Assignment detailing the particular factors that go into gun control legislation based on a particular state.	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p>

	<p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. Unit Exam:</p> <ul style="list-style-type: none"> ○ Simulation depicting a Senate vote on gun control after students group in committees and draft legislation. 	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP</p>

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Reading Standards for Informational Text (RI):</p> <ol style="list-style-type: none"> 1. RI.6-8.1: Cite textual evidence to support analysis of what the text says explicitly and to make inferences. 2. RI.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary. 3. RI.6-8.3: Analyze the interactions between individuals, events, and ideas in a text. 4. RI.6-8.4: Determine the meaning of words and phrases as they are used in a text. <p>Writing Standards (W):</p> <ol style="list-style-type: none"> 10. W.6-8.1: Write arguments to support claims with clear reasons and relevant evidence. 11. W.6-8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. 12. W.6-8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 13. W.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>N.J.S.A. 18A:35-28, Holocaust/Genocide Education The Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.</p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP</p>

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Laura Wooten Law: N.J.S.A. 18A:35-41

Unit Four: The Politics of Policy

Grade level: 10-12

Timeframe: 4.5 weeks

Core Ideas

In this unit of study students will examine the politics of creating policy. Emphasis will be placed on bill creation through party lines and influence. Members of Congress pandering to their base versus their constituents will be examined. Also examined will be the role of lobbyists in the creation of legislation.

- Chronological sequencing helps us understand the interrelationship of historical events.
 - Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
 - Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
 - Historical contexts and events shaped and continue to shape people's perspectives.
 - Examining historical sources may answer questions but may also lead to more questions.
 - Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments
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Essential Questions

- *What are the core principles and values that distinguish the Democratic and Republican parties in the United States?*
- *How do the Democratic and Republican parties differ in their approaches to issues such as healthcare, taxation, immigration, and environmental policy?*
- *What historical events and ideological shifts have shaped the evolution of the Democratic and Republican parties over time?*
- *How do demographic factors, including geographic location, race, gender, and socioeconomic status, influence party affiliation and voter behavior?*
- *In what ways do the Democratic and Republican parties engage with and respond to changing political, social, and cultural dynamics within American society?*
- *What is the role of lobbyists in the legislative process, and how do they advocate on behalf of various interest groups and industries?*
- *How do lobbyists influence the development and passage of legislation at the federal and state levels?*
- *What strategies do lobbyists employ to shape public policy, including direct lobbying, campaign contributions, and grassroots organizing?*
- *What are the ethical considerations and potential conflicts of interest associated with the influence of lobbyists on lawmakers and government officials?*
- *How does the regulation of lobbying activities, such as disclosure requirements and restrictions on gifts and campaign contributions, impact the influence of lobbyists on creating legislation?*

Standards

Standards (Taught and Assessed)

- 6.1.12.CivicsPI.2.b - Civic and Political Institutions
- 6.1.12.HistoryCC.12.a - Continuity and Change
- 6.1.12.EconGE.16.a - Global Economy
- 6.1.12.GeoHE16.a - Human Environment Interaction

Social-Emotional Learning Competencies

1. Classroom Discussions:

- Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

Instructional Plan

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.</p>	<p>1. KWL Chart:</p> <ul style="list-style-type: none"> ○ Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____"

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>WALT 6.1.12 Prepare and articulate the importance of separation of powers in</p>	<p>Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting</p>	<p>Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave</p>	<p>Instructional Strategies and Activities</p> <p>District Textbook</p>	<p>Extended Time: Modification: Offer extended time for completing pre-assessment</p>

<p>the U.S. Constitution.</p> <p>WALT 6.1.12 Prepare and articulate the importance of individual rights in the U.S. Constitution</p>	<p>key points, and asking questions.</p> <p>Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p>Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p>Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>the classroom.</p> <p>Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p>Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p>Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to</p>	<p>Primary and Secondary Source Analysis Strategies</p> <p>Online Textbook - Peer Edited by College Professors</p> <p>ReadWorks</p> <p>ActivelyLearn</p> <p>NewsELA</p> <p>Digital Museums</p> <p>Digital History Database</p> <p>Africans in America</p> <p>U.S. History Lessons Stanford History Education Group</p> <p style="text-align: center;"><u>Unit Specific</u></p> <p>Political Party Activity: students will assess the pros and cons of the two party system in our country.Resource Activity</p>	<p>activities to accommodate students who may require additional processing time.</p> <p>Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p>Sensory Supports: Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p>Assistive Technology: Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</p>
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		<p>deepen understanding.</p> <p>Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p>Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>		
<p>WALT 6.1.12 Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p>	<p>Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p>	<p>Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p>Think-Pair-Share: Ask students to think about a</p>	<p>Two Party Case Study - students will analyze from a historical perspective, the stances taken by both the Democratic and Republican Parties during times of global</p>	<p>Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require</p>

	<p>Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p>Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p>Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p>Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p>Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>Graphic Organizers: Provide graphic organizers like timelines,</p>	<p>conflict. Activity Resource</p>	<p>additional processing time.</p> <p>Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p>Sensory Supports: Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p>Assistive Technology: Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</p>
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		<p>Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p>Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>		
<p>WALT 6.1.12 Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.</p>	<p>Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p>Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital</p>	<p>Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p>Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p>	<p>Political Party Case Study - students will analyze the stances taken by both the Democratic and Republican Parties in regards to international trade and global economic competition. Activity Resource</p>	<p>Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p>Digital Tools: Modification: Utilize digital tools, such as online concept</p>

	<p>note-taking tools.</p> <p>Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p>Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p>Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical</p>		<p>mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p>Sensory Supports: Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p>Assistive Technology: Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</p>
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		<p>information.</p> <p>Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>		
<p>WALT 6.1.12 Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.</p>	<p>Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p>Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p>Time Management: Create a study schedule</p>	<p>Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p>Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p>Concept Mapping: Have students create concept maps to visually represent the</p>	<p>Lobbyist Simulation - students will either act as a lobbyist or a member of Congress and create legislation based on a particular industry agenda. Activity Resource</p>	<p>Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p>Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students</p>

	<p>to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p>Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>connections between key concepts and events in U.S. history.</p> <p>Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p>Jigsaw Activity: Divide the class into groups, each responsible for</p>		<p>with diverse learning preferences.</p> <p>Sensory Supports: Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p>Assistive Technology: Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</p>
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		<p>researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>		
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Benchmark Assessment 1	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Assessment looking at the history of the creation of the two party system in the United States.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

Benchmark Assessment 2	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Lobbying Simulation - students will act as lobbyists and try to persuade other students acting as members of Congress to pass favorable legislation.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. Unit Exam:</p> <ul style="list-style-type: none"> ○ Final writing assessment asking students to pick one piece of legislation analyzed during the class and explain how that piece of legislation can have the most positive impact on citizens in the United States. 	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP</p>

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Reading Standards for Informational Text (RI):</p> <ol style="list-style-type: none"> 1. RI.6-8.1: Cite textual evidence to support analysis of what the text says explicitly and to make inferences. 2. RI.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary. 3. RI.6-8.3: Analyze the interactions between individuals, events, and ideas in a text. 4. RI.6-8.4: Determine the meaning of words and phrases as they are used in a text. <p>Writing Standards (W):</p> <ol style="list-style-type: none"> 10. W.6-8.1: Write arguments to support claims with clear reasons and relevant evidence. 11. W.6-8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. 12. W.6-8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP</p>

13. **W.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

N.J.S.A. 18A:35-28, **Holocaust/Genocide Education**

The **Amistad** Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Laura Wooten Law: N.J.S.A. 18A:35-41