



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Advanced Placement U.S. Government and Politics					
Grade Level(s):	11, 12					
Duration:	Full Year:	X	Semester:		Marking Period:	
Course Description:	<p>AP U.S. Government and Politics is a college-level year-long course that not only seeks to prepare you for success on the AP Exam in May, but also provide you with the political knowledge and reasoning processes to participate meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society. It is important to note that this course is not a history course; it is a political science course that studies the interconnectedness of the different parts of the American political system and the behaviors and attitudes that shape this system and are the byproduct of this system.</p> <p>AP U.S. Government and Politics accomplishes these goals by framing the acquisition of political knowledge around <u>enduring understandings</u> and <u>big ideas</u> about American government and politics that can be applied to a set of <u>disciplinary practices</u> through the use of a set of <u>reasoning processes</u>. Through the development of this set of political knowledge, disciplinary practices, and reasoning processes, by the end of the course, students will be able to analyze current and historical political events like a political scientist and develop factually accurate, well- reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political perspectives.</p>					
Grading Procedures:	<p>Major Assessments - Benchmarks, Tests, Projects, etc.</p> <p>Minor Assessments - Quizzes, writing assignments, etc.</p> <p>Supportive Assignments - classwork, homework</p>					
Primary Resources:	Textbook: <u>American Government: Institutions and Policies</u> by National Geographic Learning/Cengage - Copyright 2019					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:

Jennifer Wisor

Under the Direction of:

Jeffrey Snyder

Written: _____ **July 2020** _____

Revised: _____

BOE Approval: _____

Units of Study

Unit 1: Foundations of American Democracy

Unit 2: Interactions Among Branches of Government

Unit 3: Civil Liberties and Civil Rights

Unit 4: American Political Ideologies and Beliefs

Unit Title: Unit 5 – Political Participation

Unit Title: Unit 1 – Foundations of American Democracy

Unit Description: More than 200 years after the U.S. Constitution was ratified, the compromises that were necessary for ratification—which in some instances led to ambiguity—continue to fuel debate and discussion over how best to protect liberty, equality, order, and private property. This first unit sets the foundation for the course by examining how the framers of the Constitution set up a structure of government intended to stand the test of time. Compromises were made during the Constitutional Convention and ratification debates, and these compromises focused on the proper balance between individual freedom, social order, and equality of opportunity. In subsequent units, students will apply their understanding of the Constitution to the institutions of government and people’s daily lives.

Unit Duration: 5 weeks

Desired Results

Standard(s):

- 6.1.12.CivicsPI.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.
- 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties.
- 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance .
- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.CivicsDP.4.a: Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- 6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- 6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
- 6.1.12.CivicsCM.14.a: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.
- 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.3.12.HistoryCA.1: Analyze the impact of a current governmental practices and laws (e.g. immigration, seizure of personal property, juvenile detention, listening devices, deportation) affecting national security and/or individual civil rights/ privacy.

- CR1 The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR2 The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR3 The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR4 The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR5 The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR6 The course integrates public policy within each unit.
- CR7 The course addresses the big ideas by connecting enduring understandings across one or more units.
- CR8 The course provides opportunities to analyze and compare political concepts.
- CR9 The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.
- CR10 The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.
- CR11 The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.
- CR12 The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.
- CR13 The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the AP U.S. Government and Politics Curriculum Framework.
- CR14 Students are provided with an opportunity to engage in a political science research or applied civics project tied to the AP U.S. Government and Politics Curriculum Framework that culminates in a presentation of findings.
- CR15 Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the AP U.S. Government and Politics Curriculum Framework and connect them to other non-required landmark cases.
- CR16 Students and teachers have access to a college-level U.S. government and politics textbook.

Indicators:

1. Explain how democratic ideals (limited government, natural rights, popular sovereignty, republicanism, and social contract) are reflected in the Declaration of Independence and the U.S. Constitution.

2. Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.
3. Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.
4. Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states.
5. Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.
6. Explain the constitutional principles of separation of powers and checks and balances.
7. Explain the implications of separation of powers and checks and balances for the U.S. political system.
8. Explain how societal needs affect the constitutional allocation of power between the national and state governments.
9. Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.
10. Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.

Understandings:

Students will understand that...

1. A balance between governmental power and individual rights has been a hallmark of American political development.
2. The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.
3. The Constitution creates a complex policy-making process to ensure the people's will is represented and that freedom is preserved.
4. Federalism reflects the dynamic distribution of power between national and state governments.

Essential Questions:

1. How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
2. How have theory, debate, and compromise influenced the U.S. Constitutional system?
3. How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the U.S.?
4. Why are there debates about the balance of power between the federal and state governments?
5. Is the Bill of Rights necessary? Why or why not?
6. How does the Constitution affect you and the choices you make?

Assessment Evidence

Performance Tasks:

Classwork assignments
Homework assignments
Class Participation/Preparation
Class discussion
Questioning strategies
Summative assessments
Benchmark assessments
Mid-term/Final exam
Unit/chapter tests and quizzes
Teacher observations
Independent reading/writing
Class discussion
Collaboration/group work
Multimedia projects

Other Evidence:

Use of digital platforms
Choice board activities
Conferences
Student performance during class activities
Student observations
Project based assessments
Writing assessments
Self and Peer evaluation
Student record keeping/notetaking
Informal checks for understanding

Benchmarks:**Chapter/Unit tests****Practice AP exam****Free Response questions****Learning Plan****Learning Activities:****The Study of American Government (1 week)**

1. **Politics and Democracy**
2. **Political Power**
3. **Types of Politics**

The Constitution (2 weeks)

1. **Revolution and the Articles of Confederation**
2. **The Constitutional Convention**
3. **Ratification Debates**
4. **Modern Democracy and the Constitution**

Federalism (2 weeks)

1. **The Meaning of Federalism**
2. **Government Structure**
3. **Federal Money and State Programs**
4. **Devolution**

- Students will stage a mock debate between the Federalists and the Anti-Federalists over the question: “Should the states ratify the U.S. Constitution as a replacement for the Articles of Confederation?” Students will prepare for the debate conducting research using their college-level textbook and primary source documents, such as the Federalist and Anti-Federalist papers, the Declaration of Independence, the Articles of Confederation, and the Constitution. [CR10: activity]
- Students will create a visual diagram comparing the Articles of Confederation and the U.S. Constitution, specifically examining the powers and structures of the legislative, executive, and judicial branches, as well as the relationship between federal and state governments under each governing document. Students will describe and explain the differences in the structure and practice of the government under each document.
- Students will analyze several “case studies in federalism” to determine how the balance of power between national and state governments has changed over time based on Supreme Court interpretation in the required cases of *McCulloch v. Maryland* and *U.S. v. Lopez* and the non-required cases of *Heart of Atlanta Motel v. the United States* and *North Dakota v. Dole*. [CR15: activity and Supreme Court cases]
- Current/historical U.S. policy debate: Students will research U.S. Policy (ex. Immigration laws) and create a timeline and fact sheet. Then students will debate current public policy and analyze differing viewpoints. [CR6: public policy]
- Students write an essay comparing the Articles of Confederation and the U.S. Constitution and defend a position on whether any powers should be reserved to the states in the twenty-first century. The essay must include a defensible thesis, a supporting argument using relevant evidence and logical reasoning, as well as present a counter argument to which they either provide a rebuttal or concede. [CR 13]
- Write answers to free response questions for each unit.
- Observe and evaluate campaign/election events
- Analyze and discuss foundational documents and explain in writing the debates surrounding them. For example, read Federalist 10 and 51, then Brutus 1. [CR10]

Resources: Social Studies 9-12 FolderTextbook: American Government: Institutions and Policies by National Geographic Learning/Cengage - Copyright 2019

Textbook Resources: Formative and Summative assessments, Guided Discussion Questions, Projects, MindTap, Document Based Questions, Vocabulary, Then and Now, Constitutional Connections, Policy Dynamics: Inside/Outside the Box, What Would You Do?

Videos: History Channel: The Presidents, America: The Story of Us,

Supplemental Readings: United States Government and Politics by Amsco – Copyright 2020, Various history journals, online articles, magazine and newspaper articles

Websites: History Channel, Teaching American History, AP Central, Smithsonian's History Explorer, Library of Congress, EDSITEment, National Archives, Facing History and Ourselves, National Geographic

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

4.0	Students will be able to: <ul style="list-style-type: none"> Participate in a debate while taking the role of Federalists and Anti-federalists.
3.0	Students will be able to: <ul style="list-style-type: none"> Analyze foundational documents and their origins and discuss their importance in the development of the U.S. government and the spread of democracy.
2.0	<i>Students will recognize or recall specific vocabulary and people including:</i> <ul style="list-style-type: none"> Politics, democracy, class view, political agenda, Constitutional Convention, Great Compromise, republic, separation of powers, faction, Federalists, Anti-federalists, federalism, grants, etc. Students will be able to: <ul style="list-style-type: none"> Trace the development of the U.S. government and study the Articles of Confederation and the Constitution while comparing different forms of government.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<p>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</p> <p>Provide ample opportunities for creative behavior.</p> <p>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</p> <p>Show appreciation for creative efforts</p> <p>Respect unusual questions, ideas, and solutions.</p> <p>Encourage students to test their ideas.</p> <p>Provide opportunities and give credit for self-initiated learning.</p> <p>Avoid overly detailed supervision and too much reliance on prescribed curricula.</p> <p>Allow time for reflection.</p> <p>Resist immediate and constant evaluation.</p> <p>Avoid comparisons to other students.</p>
Struggling Learners	<p>Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content.</p> <p>Assist students in getting organized.</p> <p>Give short directions.</p> <p>Use drill exercises.</p> <p>Give prompt cues during student performance.</p> <p>Let students with poor writing skills use a computer.</p> <p>Break assignments into small segments and assign only one segment at a time.</p> <p>Demonstrate skills and have students model them.</p> <p>Give prompt feedback.</p> <p>Use continuous assessment to mark students' daily progress.</p> <p>Prepare materials at varying levels of ability.</p>

English Language Learners	<p>Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</p> <p>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</p> <p>When possible, use pictures, photos, and charts.</p> <p>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</p> <p>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</p> <p>Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</p> <p>Integrate students' cultural background into class discussions.</p> <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

<https://www.state.nj.us/education/aps/cccs/career/>

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit Title: Unit 2 – Interactions Among Branches of Government

Unit Description: In this unit, students continue to explore policy making, focusing on its complexity and the idea that it is a process involving multiple governmental institutions and actors. Students will look at issues or policies from several different perspectives and then apply their knowledge to better understand the complexity of the policy-making process. The Constitution grants specific powers to Congress, the presidency, and the courts, each of which exercises informal powers (developed through political practice, tradition, and legislation). Because power is widely distributed, and checks prevent one branch from overreaching or usurping powers from the others, institutional actors are in the position where they must both compete and cooperate in order to govern.

Unit Duration: 8 weeks

Desired Results

Standard(s):

- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
- 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era .
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.

6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).

6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

6.1.12.CivicsCM.14.a: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have met contributed to the American economy, politics and society.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties .

6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.3.12.HistoryCA.1: Analyze the impact of a current governmental practices and laws (e.g. immigration, seizure of personal property, juvenile detention, listening devices, deportation) affecting national security and/or individual civil rights/ privacy.

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

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- CR15 Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the AP U.S. Government and Politics Curriculum Framework and connect them to other non-required landmark cases.
- CR16 Students and teachers have access to a college-level U.S. government and politics textbook.

Indicators:

1. Describe the different structures, powers, and functions of each house of Congress.
2. Explain how the structure, powers, and functions of both houses of Congress affect the policy making process.
3. Explain how congressional behavior is influenced by election processes, partisanship, and divided government.
4. Explain how the president can implement a policy agenda.
5. Explain how the president's agenda can create tension and frequent confrontations with Congress.
6. Explain how presidents have interpreted and justified their use of formal and informal powers.
7. Explain how communication technology has changed the president's relationship with the national constituency and the other branches.
8. Explain the principle of judicial review and how it checks the power of other institutions and state governments.
9. Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court's power.
10. Explain how other branches in the government can limit the Supreme Court's power.
11. Explain how the bureaucracy carries out the responsibilities of the federal government.
12. Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation.
13. Explain how Congress uses its oversight power in its relationship with the executive branch.
14. Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration
15. Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.

<p>Understandings: <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch. 2. The presidency has been enhanced beyond its expressed constitutional powers. 3. The design of the judicial branch protects the Supreme Court's independence as a branch of government, and 4. the emergence and use of judicial review remain a powerful judicial practice. 5. The federal bureaucracy is a powerful institution implementing federal policies with sometimes questionable accountability. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do the branches of the national government compete and cooperate in order to govern? 2. To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?
<p>Assessment Evidence</p>	
<p>Performance Tasks: Classwork assignments Homework assignments Class Participation/Preparation Class discussion Questioning strategies Summative assessments Benchmark assessments Mid-term/Final exam Unit/chapter tests and quizzes Teacher observations Independent reading/writing Class discussion Collaboration/group work Multimedia projects</p>	<p>Other Evidence: Use of digital platforms Choice board activities Conferences Student performance during class activities Student observations Project based assessments Writing assessments Self and Peer evaluation Student record keeping/notetaking Informal checks for understanding</p>
<p>Benchmarks: Chapter/unit tests Practice AP exam Free Response questions</p>	
<p>Learning Plan</p>	
<p>Learning Activities: Congress (2 weeks) <ol style="list-style-type: none"> 1. Membership 2. Organization/Committees 3. Powers 4. How a Bill Becomes a Law The Presidency (2 weeks) <ol style="list-style-type: none"> 1. Qualifications 2. Powers/Duties 3. Policymaking 4. Organization </p>	

Bureaucracy (2 weeks)

1. Definition and proxy government
2. Appointment and the Role of Bureaucracy
3. Bureaucracy today
4. Problems and Reform

The Judiciary (2 weeks)

1. Judicial Review
2. Federal Courts
3. Structure, Law and Jurisdiction
4. The Supreme Court

- Using Article I, Sections 1, 2, and 3 of the Constitution, students will describe and explain the structure and powers of the House of Representatives and Senate in various scenarios.
- Students will participate in a Mock Congress by drafting bills, marking up bills in committees, debating bills on the full floor, and voting on bills. Each class will complete a written reflection analyzing how the activity demonstrated differences in the rules and operation of the House and Senate based on their practical application of the scenario.
- Students compile data on the source and amount of campaign donations from interest groups received by two or more congressional candidates (opensecrets.org) and their congressional voting record on related issues (GovTrack.us). Using the data, students will discuss their conclusions on the question of whether money “buys” political support or whether political support yields campaign contributions. [CR9]
- Students will research a bureaucratic agency and draft a position paper arguing whether the agency’s budget should be preserved, cut, or expanded by explaining the role of the agency in implementing public policy and creating policy through regulations. Student arguments will have a defensible claim that establishes a line of reasoning, at least two pieces of evidence to support that claim, and explains how the evidence supports their claim. [CR6]
- Students will analyze a political cartoon about the overreach of presidential power. Students will determine the artist’s perspective and explain how the cartoon relates to political institutions and behaviors as outlined in Article II of the Constitution. [CR11]
- Students will participate in a mock Iron Triangle. They will take on roles of a Congressional committee, government agency, and interest group in order to comprehend the nuances associated with the policy making process. [CR7]
- Observe and evaluate local and state government activities.
- Observe and evaluate campaign/election events
- Write answers to free response questions for each unit.

Resources: Social Studies 9-12 Folder

Textbook: American Government: Institutions and Policies by National Geographic Learning/Cengage - Copyright 2019

Textbook Resources: Formative and Summative assessments, Guided Discussion Questions, Projects, MindTap, Document Based Questions, Vocabulary, Then and Now, Constitutional Connections, Policy Dynamics: Inside/Outside the Box, What Would You Do?

Videos: History Channel: The Presidents, America: The Story of Us,

Supplemental Readings: United States Government and Politics by Amsco – Copyright 2020, Various history journals, online articles, magazine and newspaper articles

Websites: History Channel, Teaching American History, AP Central, Smithsonian’s History Explorer, Library of Congress, EDSITEment, National Archives, Facing History and Ourselves, National Geographic

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 6.1.12.Civics.PI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

4.0	Students will be able to: <ul style="list-style-type: none"> Analyze the effectiveness of current policies in our government by studying current events.
3.0	Students will be able to: <ul style="list-style-type: none"> Identify the six principles of our government and analyze the effectiveness of separation of power and checks and balances by using real life examples such as impeachments, vetoes and judicial review.
2.0	<p><i>Students will recognize or recall specific vocabulary and people including:</i></p> <ul style="list-style-type: none"> Bicameral, filibuster, representation, policy, incumbent, districts, bill, Speaker of the House, veto, divided government, electoral college, bureaucracy, issue network, judicial review, plaintiff, defendant, etc. <p>Students will be able to:</p> <ul style="list-style-type: none"> Understanding the workings of our three branches of government and identify their duties and their powers that are enumerated and implied.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<p>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</p> <p>Provide ample opportunities for creative behavior.</p> <p>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</p> <p>Show appreciation for creative efforts</p> <p>Respect unusual questions, ideas, and solutions.</p> <p>Encourage students to test their ideas.</p> <p>Provide opportunities and give credit for self-initiated learning.</p> <p>Avoid overly detailed supervision and too much reliance on prescribed curricula.</p> <p>Allow time for reflection.</p> <p>Resist immediate and constant evaluation.</p> <p>Avoid comparisons to other students.</p>
Struggling Learners	<p>Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content.</p> <p>Assist students in getting organized.</p> <p>Give short directions.</p> <p>Use drill exercises.</p> <p>Give prompt cues during student performance.</p> <p>Let students with poor writing skills use a computer.</p> <p>Break assignments into small segments and assign only one segment at a time.</p> <p>Demonstrate skills and have students model them.</p> <p>Give prompt feedback.</p> <p>Use continuous assessment to mark students' daily progress.</p> <p>Prepare materials at varying levels of ability.</p>
English Language Learners	<p>Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</p>

	<p>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</p> <p>When possible, use pictures, photos, and charts.</p> <p>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</p> <p>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</p> <p>Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</p> <p>Integrate students' cultural background into class discussions.</p> <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
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Interdisciplinary Connections

Indicators:

ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

<https://www.state.nj.us/education/aps/cccs/career/>

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit Title: Unit 3 – Civil Liberties and Civil Rights

Unit Description: Students will connect the founding principles of our government to the debates over the appropriate balance of liberty and order, noting how citizens and other groups have pursued policy solutions to protect the civil liberties and civil rights of all Americans, laying the foundation for later discussions about other ways citizens can participate in the government. The U.S. Constitution, primarily through the Bill of Rights and the Fourteenth Amendment, protects the civil liberties and civil rights of citizens, though the extent of those protections and the need to protect the safety and general welfare of individuals has long been debated. Through social movements, legal challenges, and acts of Congress, citizens have attempted to restrict the government from unduly infringing on individual rights and from denying equal protection under the law.

Unit Duration: 7 weeks

Desired Results

Standard(s):

- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
- 6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.

6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).

6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

6.1.12.CivicsCM.14.a: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have met contributed to the American economy, politics and society.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties .

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.3.12.HistoryCA.1: Analyze the impact of a current governmental practices and laws (e.g. immigration, seizure of personal property, juvenile detention, listening devices, deportation) affecting national security and/or individual civil rights/ privacy.

- CR1 The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR2 The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR3 The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR4 The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR5 The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR6 The course integrates public policy within each unit.
- CR7 The course addresses the big ideas by connecting enduring understandings across one or more units.
- CR8 The course provides opportunities to analyze and compare political concepts.
- CR9 The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.
- CR10 The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.
- CR11 The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

- CR12 The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.
- CR13 The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the AP U.S. Government and Politics Curriculum Framework.
- CR14 Students are provided with an opportunity to engage in a political science research or applied civics project tied to the AP U.S. Government and Politics Curriculum Framework that culminates in a presentation of findings.
- CR15 Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the AP U.S. Government and Politics Curriculum Framework and connect them to other non-required landmark cases.
- CR16 Students and teachers have access to a college-level U.S. government and politics textbook.

Indicators:

1. Explain how the U.S. Constitution protects individual liberties and rights.
2. Describe the rights protected in the Bill of Rights.
3. Explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty.
4. Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.
5. Explain the implications of the doctrine of selective incorporation.
6. Explain the extent to which states are limited by the due process clause from infringing upon individual rights.
7. Explain how constitutional provisions have supported and motivated social movements.
8. Explain how the government has responded to social movements.
9. Explain how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.

Understandings:

Students will understand that...

1. Provisions of the U.S. Constitution's Bill of Rights are continually being interpreted to balance the power of the government and the civil liberties of individuals.
2. Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment's "due process" clause to prevent state infringement of basic liberties.
3. The 14th Amendment's "equal protection clause" as well as other constitutional provisions have often been used to support the advancement of equality.
4. Public policy promoting civil rights is influenced by citizen-state interactions and constitutional interpretation over time.
5. The Court's interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen-state interactions. At times, it has restricted minority rights and, at others, protected them.

Essential Questions:

1. To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
2. How have U.S. Supreme Court rulings defined civil liberties and civil rights?

Assessment Evidence	
Performance Tasks: Classwork assignments Homework assignments Class Participation/Preparation Class discussion Questioning strategies Summative assessments Benchmark assessments Mid-term/Final exam Unit/chapter tests and quizzes Teacher observations Independent reading/writing Class discussion Collaboration/group work Multimedia projects	Other Evidence: Use of digital platforms Choice board activities Conferences Student performance during class activities Student observations Project based assessments Writing assessments Self and Peer evaluation Student record keeping/notetaking Informal checks for understanding
Benchmarks: Chapter/unit tests Practice AP exam Free Response questions	
Learning Plan	
Learning Activities: Civil Liberties (3 weeks) <ol style="list-style-type: none"> 1. Courts and Conflicts 2. First Amendment Freedoms 3. Crime and Due Process 4. Civil Liberties and American Democracy Civil Rights (4 weeks) <ol style="list-style-type: none"> 1. Race and Civil Rights 2. Marginalized Groups and Equal Rights 3. Affirmative Action <ul style="list-style-type: none"> • Students will participate in a Supreme Court simulation in which they will argue opposing sides of a case dealing with a contemporary issue such as affirmative action, campaign donor disclosure laws, gerrymandering, religious freedom restoration acts (RFRAs), concealed carry laws, bulk collection of telecommunications metadata by the federal government, or online speech by students/adult citizens. Students must support their argument by citing and explaining the precedents of required Supreme Court cases and relevant non-required, contemporary Supreme Court cases that address the same constitutional issue. In explaining the precedents of related cases students will, in an argumentative essay, explain the reasoning of the majority opinion in the case, similarities and differences among related Supreme Court decisions, and how the document related to political processes and behavior (the controversial question at hand). Student essays will have a defensible claim that establishes a line 	

of reasoning, at least two pieces of evidence drawn from required Supreme Court cases that support their claim and refute or rebut an alternative perspective. [CR7] [CR15: activity]

- Students will respond to an FRQ question about how the Supreme Court has selectively incorporated the rights of criminal defendants, rights in the 1st Amendment, and the right to privacy. [CR8]
- Current/historical U.S. policy debate: Students will research U.S. Policy (ex. Search and Seizure, freedom of speech, freedom of assembly, rights of the accused, etc.) and create a timeline and fact sheet. Then students will debate current public policy and analyze differing viewpoints. [CR6: public policy]
- Assign a required Supreme Court case (ex: McDonald v. Chicago, see page 3 for list of required cases) to one student and a non-required Supreme Court case (ex: D.C. Heller) to another student. Both students complete an analysis sheet and then compare the similarities and differences between the cases. Included in the analysis sheet will be details on the background of the case, constitutional issue, main arguments, court's ruling and opinion, impact of ruling, and the student's opinion. Finally, students will apply the court rulings to real world issue such as gun rights/gun control. [CR 12], [CR 15]
- Write answers to free response questions for each unit.

Resources: Social Studies 9-12 Folder

Textbook: American Government: Institutions and Policies by National Geographic Learning/Cengage - Copyright 2019

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Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

4.0	Students will be able to: <ul style="list-style-type: none"> Compare the tactics used during the civil rights movement with a current protest movement such as the Black Lives Matter movement.
3.0	Students will be able to: <ul style="list-style-type: none"> Analyze the effectiveness of the U.S. to promote our civil rights and civil liberties through public policy, Supreme Court decisions, etc.
2.0	<p><i>Students will recognize or recall specific vocabulary and people including:</i></p> <ul style="list-style-type: none"> Civil liberties, due process, selective incorporation, bill of rights, probable cause, free expression, slander, libel, civil rights, segregation, civil disobedience, police powers, affirmative action, etc. <p>Students will be able to:</p> <ul style="list-style-type: none"> Define civil rights and civil liberties and compare/contrast them. List rights and freedoms that are part of civil rights and civil liberties.
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	<p>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</p> <p>When possible, use pictures, photos, and charts.</p> <p>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</p> <p>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</p> <p>Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</p> <p>Integrate students' cultural background into class discussions.</p> <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
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NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

<https://www.state.nj.us/education/aps/cccs/career/>

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit Title: Unit 4 – American Political Ideologies and Beliefs

Unit Description: Connecting the application of political science methods to the development of social and economic policies that Americans support, advocate for, and adopt is foundational to understanding the ideologies of political parties and patterns of political participation. American political beliefs are shaped by founding ideals, core values, linkage institutions (i.e., elections, political parties, interest groups, and the media in all its forms), and the changing demographics of citizens. These beliefs about government, politics, and the individual's role in the political system influence the creation of public policies.

Unit Duration: 5 weeks

Desired Results

Standard(s):

- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
- 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
- 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance .
- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
- 6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- 6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- 6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

6.1.12.CivicsCM.14.a: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.

6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have met contributed to the American economy, politics and society.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties .

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.3.12.HistoryCA.1: Analyze the impact of a current governmental practices and laws (e.g. immigration, seizure of personal property, juvenile detention, listening devices, deportation) affecting national security and/or individual civil rights/ privacy.

- CR1 The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR2 The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR3 The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR4 The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR5 The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR6 The course integrates public policy within each unit.
- CR7 The course addresses the big ideas by connecting enduring understandings across one or more units.
- CR8 The course provides opportunities to analyze and compare political concepts.
- CR9 The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.
- CR10 The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.
- CR11 The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.
- CR12 The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.
- CR13 The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the AP U.S. Government and Politics Curriculum Framework.

- CR14 Students are provided with an opportunity to engage in a political science research or applied civics project tied to the AP U.S. Government and Politics Curriculum Framework that culminates in a presentation of findings.
- CR15 Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the AP U.S. Government and Politics Curriculum Framework and connect them to other non-required landmark cases.
- CR16 Students and teachers have access to a college-level U.S. government and politics textbook.

Indicators:

1. Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.
2. Explain how cultural factors influence political attitudes and socialization.
3. Describe the elements of a scientific poll.
4. Explain the quality and credibility of claims based on public opinion data.
5. Explain how ideologies of the two major parties shape policy debates.
6. Explain how U.S. political culture (values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.
7. Describe different political ideologies on the role of government in regulating the marketplace.
8. Explain how political ideologies vary on the government's role in regulating the marketplace.
9. Explain how political ideologies vary on the role of the government in addressing social issues.
10. Explain how different ideologies impact policy on social issues.

Understandings:

Students will understand that...

1. Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.
2. Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.
3. Widely held political ideologies shape policy debates and choices in American policies.

Essential Questions:

1. How are American political beliefs formed and how do they evolve over time?
2. How do political ideology and core values influence government policy making?

Assessment Evidence

Performance Tasks:

Classwork assignments
Homework assignments
Class Participation/Preparation
Class discussion
Questioning strategies
Summative assessments
Benchmark assessments
Mid-term/Final exam
Unit/chapter tests and quizzes
Teacher observations
Independent reading/writing
Class discussion
Collaboration/group work
Multimedia projects

Other Evidence:

Use of digital platforms
Choice board activities
Conferences
Student performance during class activities
Student observations
Project based assessments
Writing assessments
Self and Peer evaluation
Student record keeping/notetaking
Informal checks for understanding

Benchmarks:**Chapter/unit tests****Practice AP exam****Free Response questions****Learning Plan****Learning Activities:****American Political Culture (3 weeks)**

1. Political Culture and Sources of Political Culture
2. The Culture War

Public Opinion (2 weeks)

1. Measuring Public Opinion
2. Political Information and Public Opinion
3. Public Opinion and Public Policy

- Students will engage in a political ideology role play in which students portray themselves as liberals, conservatives, and libertarians and are asked to explain their positions on a wide range of policy issues (legalization of marijuana, U.S. foreign involvement, immigration policy, taxes and economic policy, abortion restrictions, firearms possession). Students will choose one ideology and explain how a group with that ideology can affect political policy. [CR6] [CR12]
- Students write an essay comparing Liberal and Conservative viewpoints on various social, economic, and political issues. The essay must include a defensible thesis, a supporting argument using relevant evidence and logical reasoning, as well as present a counter argument to which they either provide a rebuttal or concede. [CR 13]
- Students will complete a self-analysis of their political socialization to determine the most significant factors that have impacted their values and beliefs. Students will then write a short argumentative essay that makes a defensible claim about which factor is the most significant in determining political ideology. Student essays will use one piece of evidence to support their position and acknowledge at least two alternative positions.
- Students will review and analyze the method and data from several public opinion polls to determine the strengths and weaknesses of the different polling methods. Students will write an argumentative essay that has a defensible claim and uses two pieces of evidence to support their claim regarding the merits of one polling method over another.
- Write answers to free response questions for each unit.

Resources: Social Studies 9-12 FolderTextbook: American Government: Institutions and Policies by National Geographic Learning/Cengage - Copyright 2019

Textbook Resources: Formative and Summative assessments, Guided Discussion Questions, Projects, MindTap, Document Based Questions, Vocabulary, Then and Now, Constitutional Connections, Policy Dynamics: Inside/Outside the Box, What Would You Do?

Videos: History Channel: The Presidents, America: The Story of Us,

Supplemental Readings: United States Government and Politics by Amsco – Copyright 2020, Various history journals, online articles, magazine and newspaper articles

Websites: History Channel, Teaching American History, AP Central, Smithsonian's History Explorer, Library of Congress, EDSITEment, National Archives, Facing History and Ourselves, National Geographic

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

4.0	Students will be able to: <ul style="list-style-type: none"> • Create their own political party, rank their top 5 issues, and develop policies regarding those issues and present to the class.
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify and Compare/contrast the beliefs of major and minor parties in the U.S. as well as those of liberals, conservatives, and moderates.
2.0	<p><i>Students will recognize or recall specific vocabulary and people including:</i></p> <ul style="list-style-type: none"> • Political culture, political system, economic system, political tolerance, public opinion, poll, random sample, political socialization, partisanship, political ideology, political party, primary election, two party system, caucus, PAC, interest groups, lobby, media, etc. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the beliefs of Americans in a two-party system and discuss
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<p>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</p> <p>Provide ample opportunities for creative behavior.</p> <p>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</p> <p>Show appreciation for creative efforts</p> <p>Respect unusual questions, ideas, and solutions.</p> <p>Encourage students to test their ideas.</p> <p>Provide opportunities and give credit for self-initiated learning.</p> <p>Avoid overly detailed supervision and too much reliance on prescribed curricula.</p> <p>Allow time for reflection.</p> <p>Resist immediate and constant evaluation.</p> <p>Avoid comparisons to other students.</p>
Struggling Learners	<p>Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content.</p> <p>Assist students in getting organized.</p> <p>Give short directions.</p> <p>Use drill exercises.</p> <p>Give prompt cues during student performance.</p> <p>Let students with poor writing skills use a computer.</p> <p>Break assignments into small segments and assign only one segment at a time.</p> <p>Demonstrate skills and have students model them.</p> <p>Give prompt feedback.</p> <p>Use continuous assessment to mark students' daily progress.</p> <p>Prepare materials at varying levels of ability.</p>
English Language Learners	<p>Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</p>

	<p>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</p> <p>When possible, use pictures, photos, and charts.</p> <p>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</p> <p>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</p> <p>Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</p> <p>Integrate students' cultural background into class discussions.</p> <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

<https://www.state.nj.us/education/aps/cccs/career/>

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit Title: Unit 5 – Political Participation

Unit Description: Students should understand the many ways that they can influence policymakers and impact the decisions that will affect their daily lives. The principle of rule by the people is the bedrock of the American political system and requires that citizens engage and participate in the development of policy. Under our Constitution, governing is achieved directly through citizen participation, although there are institutions (e.g., political parties, interest groups, and mass media) that inform, organize, and mobilize support to influence government and politics, resulting in many venues for citizen influence on policy making.

Unit Duration: 8 weeks

Desired Results

Standard(s):

- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
- 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
- 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance .
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
- 6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
- 6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- 6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have met contributed to the American economy, politics and society.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties .

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.3.12.HistoryCA.1: Analyze the impact of a current governmental practices and laws (e.g. immigration, seizure of personal property, juvenile detention, listening devices, deportation) affecting national security and/or individual civil rights/ privacy.

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

- CR1 The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR2 The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR3 The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR4 The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR5 The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR6 The course integrates public policy within each unit.
- CR7 The course addresses the big ideas by connecting enduring understandings across one or more units.
- CR8 The course provides opportunities to analyze and compare political concepts.
- CR9 The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.
- CR10 The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.
- CR11 The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.
- CR12 The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.
- CR13 The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the AP U.S. Government and Politics Curriculum Framework.

- CR14 Students are provided with an opportunity to engage in a political science research or applied civics project tied to the AP U.S. Government and Politics Curriculum Framework that culminates in a presentation of findings.
- CR15 Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the AP U.S. Government and Politics Curriculum Framework and connect them to other non-required landmark cases.
- CR16 Students and teachers have access to a college-level U.S. government and politics textbook.

Indicators:

1. Describe the voting rights protections in the Constitution and in legislation.
2. Describe different models of voting behavior.
3. Explain the roles that individual choice and state laws play in voter turnout in elections.
4. Describe linkage institutions.
5. Explain the function and impact of political parties on the electorate and government.
6. Explain why and how political parties change and adapt.
7. Explain how structural barriers impact third-party and independent candidate success.
8. Explain the benefits and potential problems of interest-group influence on elections and policy making.
9. Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.
10. Explain how various political actors influence public policy outcomes.
11. Explain how the different processes work in a U.S. presidential election.
12. Explain how the Electoral College facilitates and/or impedes democracy.
13. Explain how the different processes work in U.S. Congressional elections.
14. Explain how campaign organizations and strategies affect the election process.
15. Explain how the organization, finance, and strategies of national political campaigns affect the election process.
16. Explain the media's role as a linkage institution.
17. Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.

Understandings:

Students will understand that...

1. Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.
2. Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policymakers.
3. The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.
4. The various forms of media provide citizens with political information and influence the ways in which they participate politically.

Essential Questions:

1. How have changes in technology influenced political communication and behavior?
2. Why do levels of participation and influence in politics vary?
3. How effective are the various methods of political participation in shaping public policies?

Performance Tasks: Classwork assignments Homework assignments Class Participation/Preparation Class discussion Questioning strategies Summative assessments Benchmark assessments Mid-term/Final exam Unit/chapter tests and quizzes Teacher observations Independent reading/writing Class discussion Collaboration/group work Multimedia projects	Other Evidence: Use of digital platforms Choice board activities Conferences Student performance during class activities Student observations Project based assessments Writing assessments Self and Peer evaluation Student record keeping/notetaking Informal checks for understanding
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Benchmarks:

Chapter/unit tests

Practice AP exam

Free Response questions

Learning Plan

Learning Activities:

Political Participation (1 week)

1. **Who Participates?**
2. **Voter turnout and Non-voting**

Political Parties (2 weeks)

1. **Rise and Decline of Political Parties**
2. **Functions**
3. **Two Party System**
4. **Minor Parties**

Elections and Campaigns (2 weeks)

1. **The Nomination Process**
2. **Campaigning**
3. **Congressional/Presidential elections**
4. **Campaign Finance**

Interest Groups (1 week)

1. **Types and Membership**
2. **Activities and Lobbying**
3. **Regulation of Interest Groups**

The Media (2 weeks)

1. **The Media and Politics**
2. **Media Choices and Effects**
3. **Bias in the Media**
4. **Regulation of the Media**

- Students will analyze exit polls from the 2012 and 2016 presidential elections (The Washington Post) to examine the relationship between demographic characteristics and voters' choice of candidates/party identifications, as well as the likelihood of voting. Students will use the data from the polls to answer a practice FRQ that asks them to draw a conclusion from the data and apply the data to a political behavior (voting). [CR9]
- Students will read the 2016 Democratic and Republican party platforms and contrast the parties' positions on controversial issues. [CR10: activity] [CR12]

- Students will be provided with maps illustrating reapportionment of House seats as a result of the 2010 census from Census.gov. Students will use these maps to determine which regions of the United States have been growing as a percentage of the population and discuss the implications of reapportionment on policy making in the House of Representatives. Students will also discuss how reapportionment might affect the way that candidates campaign during presidential elections and what positions they take once in office as well as the potential shortcomings of data presented through the reapportionment map. [CR6] [CR9]
- Students will participate in a structured academic controversy focusing on election-related issues: Should the Electoral College be replaced by a national popular vote? Do voter ID laws protect the integrity of elections or suppress turnout? Should primary elections be held on a single day? After the debate, students will incorporate the evidence and logic presented into an argumentative essay. Student's essays will have a defensible claim and at least two pieces of evidence to support their claim. In addition, students will establish a line of reasoning that explains why the evidence supports their claim. [CR13]
- Students will research an interest group and create a presentation for the class explaining how the group utilizes a diverse set of tactics to influence political institutions, policies, and behaviors of political actors such as the legislative branch, the executive branch, bureaucratic departments, and the judiciary. [CR7]
- Students will compare and contrast coverage of the same news story/event by different media sources and explain how each source's coverage might impact the political behavior of consumers. [CR8]
- Write answers to free response questions for each unit.

Resources: Social Studies 9-12 Folder

Textbook: American Government: Institutions and Policies by National Geographic Learning/Cengage - Copyright 2019

Textbook Resources: Formative and Summative assessments, Guided Discussion Questions, Projects, MindTap, Document Based Questions, Vocabulary, Then and Now, Constitutional Connections, Policy Dynamics: Inside/Outside the Box, What Would You Do?

Videos: History Channel: The Presidents, America: The Story of Us,

Supplemental Readings: United States Government and Politics by Amsco – Copyright 2020, Various history journals, online articles, magazine and newspaper articles

Websites: History Channel, Teaching American History, AP Central, Smithsonian's History Explorer, Library of Congress, EDSITEment, National Archives, Facing History and Ourselves, National Geographic

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

4.0	Students will be able to: <ul style="list-style-type: none"> Compare the movement to increase voting rights with a current movement such as the LGBTQ movement.
3.0	Students will be able to: <ul style="list-style-type: none"> Identify ways in which various groups have been kept from voting and ways in which these groups have increased their participation in government.
2.0	<i>Students will recognize or recall specific vocabulary and people including:</i> <ul style="list-style-type: none"> Political participation, voting age population, voting eligible population, voter turnout, activists, etc. Students will be able to: <ul style="list-style-type: none"> Describe the many ways that citizens can participate in government and identify the groups that are most/least likely to vote and why.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<p>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</p> <p>Provide ample opportunities for creative behavior.</p> <p>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</p> <p>Show appreciation for creative efforts</p> <p>Respect unusual questions, ideas, and solutions.</p> <p>Encourage students to test their ideas.</p> <p>Provide opportunities and give credit for self-initiated learning.</p> <p>Avoid overly detailed supervision and too much reliance on prescribed curricula.</p> <p>Allow time for reflection.</p> <p>Resist immediate and constant evaluation.</p> <p>Avoid comparisons to other students.</p>
Struggling Learners	<p>Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content.</p> <p>Assist students in getting organized.</p> <p>Give short directions.</p> <p>Use drill exercises.</p> <p>Give prompt cues during student performance.</p> <p>Let students with poor writing skills use a computer.</p> <p>Break assignments into small segments and assign only one segment at a time.</p> <p>Demonstrate skills and have students model them.</p> <p>Give prompt feedback.</p> <p>Use continuous assessment to mark students' daily progress.</p> <p>Prepare materials at varying levels of ability.</p>
English Language Learners	<p>Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</p>

	<p>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</p> <p>When possible, use pictures, photos, and charts.</p> <p>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</p> <p>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</p> <p>Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</p> <p>Integrate students' cultural background into class discussions.</p> <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

<https://www.state.nj.us/education/aps/cccs/career/>

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills