

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
CIVICS

Civics Curriculum Guide

Pacing Guide:

Civics is a half year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

Chapter 1: Citizenship and Government in a Democracy (11 days)

Chapter 2: Roots of American Democracy (9 days)

Chapter 3: The Constitution (8 days)

Chapter 4: The Bill of Rights (9 days)

Chapter 5: The Citizen and the Community (7 days)

Chapter 6: Congress (7 days)

Chapter 7: The President and the Executive Branch (8 days)

Chapter 8: The Judicial Branch (9 days)

Chapter 9: Political Parties and Politics (8 days)

Chapter 10: Voting and Elections (8 days)

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<p>Technology Standards: 8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming</p> <p>21st Century Skills Standards: 9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<p>8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. 8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs</p> <p>8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants. 8.2.12.D.4: Assess the impacts of emerging technologies on developing countries. 8.2.12.E.1: Demonstrate an understanding of the problem-solving capacity of computers in our world</p> <p>9.1.12.A.5: Analyze how the economic, social, and political conditions of a time period can affect the labor market 9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions. 9.1.12.D.2: Assess the impact of inflation on economic decisions and lifestyles 9.1.12.F.3: Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services</p> <p>9.2.12.C.1: Review career goals and determine steps necessary for attainment 9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education</p>
<p>Career Ready Practices:</p>	<p>CRP1-Act as a responsible and contributing citizen and employee. CRP2-Apply appropriate academic and technical skills. CRP4-Communicate clearly and effectively and with reason. CRP7-Employ valid and reliable research strategies. CRP8-Utilize critical thinking to make sense of problems and persevere in solving them. CRP11-Use technology to enhance productivity.</p>

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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(Content, process, product and learning environment)</i></p> <p>Extension Activities</p> <ul style="list-style-type: none"> • Incorporate challenging assessments • Open forums and debates in the classroom regarding controversial issues. • Utilize advanced materials and resources to meet the needs of students. • Competitive and collaborative projects • Independent projects requiring research skills for assessing information • Anchor Activities • Advanced discussion techniques 	<p>Modifications for Homework/Assignments</p> <ul style="list-style-type: none"> • Modified in-class assignments • Building background information • Simplifying language for presentation • Internet bilingual dictionaries during class and during assignments. • Word banks for tests and quizzes • Developing content area vocabulary • Extended time for all assessments • Use of graphic organizers • Internet text translators • Simplification of requirements • Access to teacher designed Power Points and notes • Concept development • Collaboration between ESL and mainstream classroom teachers. • Pair novice ELLs with advanced ELL's. • High-interest / low-reading-level civics and history materials <p>Modifications for Homework:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Internet text translators • Use of graphic organizers 	<p><i>(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> • In-Class-Support • Graphic Organizers • Provide study guides • Extended time on assessments • Research guides • Analogies • Highlighting/underlining • Note-taking guides • Cue cards • Establish timelines • Clarify assignments, directions, instructions • Chapter/lecture notes • Assistive technology • Provide computer programs to assist with written assignments • Highlight key vocabulary • Model skills/techniques • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice • Provide verbal reminder of 	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> • Intervention and Referral Team (I&RS) in-house strategies for teachers. • Extra textbooks at home • Extended time for assignments • Highlight key vocabulary • Pair visual prompts with verbal presentations • Model skills/techniques • Modify assignments • Preferential seating as noted by teacher and student • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice • Provide copy of class notes • Use of computers to complete assignments as requested by a student • Provide verbal reminder of assignments • Check student independent work • Assist student with planning of assignments

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	<ul style="list-style-type: none"> • Modified homework assignments • Internet bilingual dictionaries. • Provide student with clearly stated and written expectations and grading criteria for homework 	<p>assignments</p> <ul style="list-style-type: none"> • Check student independent work • Assist student with planning of assignments <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> • Assist with technology <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments <p>Modifications for Assessments</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessment
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CONTENT: Civics			
Theme: Citizenship and Government in a Democracy			
Essential Questions: Why do people need and what is the purpose of government? How are legal and illegal aliens able to live in the United States and what is their path to citizenship? What are to common civic unities and values that hold Americans from extremely different backgrounds and cultures together?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Understand the needs and the functions of the United States government, the levels of government and what makes the United States government democratic. • Identify who are American citizens. • Explain the path and steps for aliens from foreign countries to become citizens of the United States. • Understand the diversity of the population on the United States, • Analyze how the United States is dealing with diversity in the country. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. • Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues. • Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. • Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States. • Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Do Now Exercises • Chapter Tests • Section Quizzes • Final Exam • Cooperative/Collaborative Group Evaluations • Research/Papers/Essays/Presentations • Marking Period Projects • PowerPoint Presentations • Internet/Library Research • Classwork • Homework 	<p>Standards: (NJSLs) 6.2.12.B.6.a. 6.2.12.D.14.f 6.2.12.B.14.a 6.2.12.A.14.c 6.1.12.A.13.c 6.3.12.C.1 6.3.12.D.1 WHST.11-12.1-10 RH.11-12.1-10</p> <p><u>Technology Standards</u> 8.1.12.A.5, 8.1.12.F.1 8.2.12.B.4, 8.2.12.D.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills</u> 9.1.12.A.5, 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p> <p><u>Career Ready Practices</u> CRP1,2,4,7,8,11</p>

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			<u>Time Frame:</u> 11 school days
			<u>Materials:</u> <u>Civics Today: Citizenship,</u> <u>Economics & You; Pages 4-25.</u> Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes. Internet Resources & Websites LCD Projectors

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CONTENT: Civics			
Theme: The Roots of American Democracy			
Essential Questions: What were the English traditions of limited and representative government and how did the colonists transplant these ideas to American government? How did the British try to tighten its control over its American colonies and how did the colonies resist? How did the original 13 states fashion their state constitutions and why did the Articles of Confederation fail?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> English settlers in the American colonies establish traditions of representative government that they learned from their English forefathers. The reason Great Britain attempted to exert tighter control over their American colonies and the colonial resentment, response and reaction that led to independence. Understand how each of the 13 original states created their own constitutions to replace their royal charters and how this state constitution would be a prime example in creating the US Constitution. The students will understand the creation of the Articles of Confederation and how its weaknesses caused tension and struggles that led to the 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence. Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time. Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now Exercises Chapter Tests Section Quizzes Final Exam Cooperative/Collaborative Group Evaluations Research papers/Essays/Presentations Marking Period Projects PowerPoint Presentations Internet/Library Research Classwork Homework 	<p>Standards: (NJSL)</p> <p>6.1.12.A.1.a 6.1.12.A.2.a 6.2.12.A.2.a 6.2.12.A.3.a 6.1.12.A.3.c 6.3.12.C.1 6.3.12.D.1 WHST.11-12.1-10 RH.11-12.1-10</p> <p>Technology Standards</p> <p>8.1.12.A.5, 8.1.12.F.1 8.2.12.B.4, 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills</p> <p>9.1.12.A.5, 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p> <p>Career Ready Practices</p> <p>CRP1,2,4,7,8,11</p>
			<p>Time Frame: 9 school days</p>

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<p>Constitutional Convention and the writing of a new set of national laws.</p>	<p>became driving forces for reforms and revolutions.</p> <ul style="list-style-type: none"> • Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. • Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. 		<p><u>Materials:</u> <u>Civics Today: Citizenship, Economics & You</u>; Pages 26-43. Internet Resources & Websites Accompanying worksheet, essays, quizzes and chapter test. LCD Projector Teacher generated outline notes.</p>
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CONTENT: Civics			
Theme: The Constitution: Citizenship in America			
Essential Questions: What were the reasons for the meeting of the States at the Constitutional Convention in strengthening the national government? What were the plans for government offered at the Constitutional Convention and what were the compromises agreed upon in creating a new constitution? What do the three parts of the Constitution accomplish and how is the document organized? How does the Constitution distribute powers to the three branches of the federal government?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> Understanding how the Constitutional Convention dealt with the weaknesses in the Articles of Confederation by creating a new set of laws for the nation. Students will be able to differentiate between the proposals submitted to the Constitutional Convention for establishing a new government and the compromises that came along with the debate of the proposals. The make up the three parts of the US Constitution and how this is an adaptable blueprint for governing the United States. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government. Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance. Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now Exercises Chapter Tests Section Quizzes Final Exam Cooperative/Collaborative Group Evaluations Research Papers/Essays/Presentations Marking Period Projects PowerPoint Presentations Internet/Library Research Classwork Homework 	<p>Standards: (NJSL)</p> <p>6.1.12.A.1.a 6.1.12.A.2.a 6.2.12.A.2.a 6.2.12.A.3.a 6.1.12.A.3.c 6.3.12.C.1 6.3.12.D.1 WHST.11-12.1-10 RH.11-12.1-10</p> <p>Technology Standards</p> <p>8.1.12.A.5, 8.1.12.F.1 8.2.12.B.4, 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills</p> <p>9.1.12.A.5, 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p> <p>Career Ready Practices</p> <p>CRP1,2,4,7,8,11</p>

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<ul style="list-style-type: none"> Students will understand the Constitutional principles of popular sovereignty, rule of law, separation of powers, checks and balances, federalism and the supremacy of the US Constitution over state constitutions and laws. 	<ul style="list-style-type: none"> Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. 		<p><u>Time Frame:</u> 8 school days</p> <p><u>Materials:</u> <u>Civics Today: Citizenship, Economics & You</u>; Pages 50-95. Internet Resources & Websites, LCD Projector Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes.</p>
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CONTENT: Civics			
Theme: The Bill of Rights			
Essential Questions: How does the First Amendment protect the five basic rights of citizens and what are the limits on First Amendment freedoms? How does the Bill of Rights protect the rights of the accused and what other rights and freedoms are guaranteed in the Bill of Rights? In what way were civil liberties extended beyond the Bill of Rights with the Seventeenth, Nineteenth, Twenty-third, Twenty-fourth and Twenty-sixth Amendments? Why did African Americans begin the struggle for civil rights and what gains were made for all citizens from the civil rights movement?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Students will be able to examine why there was a need for the First Amendment to the Constitution in guaranteeing basic freedoms essential to American democracy. • The students will understand the basic freedoms, rights and legal treatments described in the other nine amendments in the Bill of Rights. • The students will be able to list and describe the amendments passed after the Bill of Rights that extend certain liberties to African Americans and women. • The students will understand the civil rights battle because even though the Constitution afforded liberties and rights to all American citizens, African Americans and other groups still did not enjoy civil rights. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. • Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world. • Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. • Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans. • Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Do Now Exercises • Chapter Tests • Section Quizzes • Final Exam • Cooperative/Collaborative Group Evaluations • Research Papers/Essays/Presentations • Marking Period Projects • PowerPoint Presentations • Internet/Library Research • Classwork • Homework 	<p>Standards: (NJSL)</p> <p>6.1.12.D.2.a 6.1.12.A.2.b 6.1.12.D.2.b, 6.1.12.A.4.d 6.1.12.A.6.b 6.1.12.D.14.d 6.1.12.A.13.b 6.1.12.D.13.a 6.3.12.D.1 WHST.11-12.1-10 RH.11-12.1-10</p> <p>Technology Standards</p> <p>8.1.12.A.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills</p> <p>9.1.12.A.5, 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p>

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	<p>suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.</p> <ul style="list-style-type: none"> • Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. • Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities. • Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans. • Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. 		<p><u>Career Ready Practices</u> CRP1 CRP2 CRP4 CRP7 CRP8</p> <p><u>Time Frame:</u> 9 school days</p> <p><u>Materials:</u> <u>Civics Today: Citizenship, Economics & You</u>; Pages 96-117. Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes. Internet Resources & Websites, LCD Projector</p>
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CONTENT: Civics			
Theme: The Citizen and the Community			
Essential Questions: 1. What are the legal duties that come with being a US citizen and how do these responsibilities help fulfill the nation’s democratic goals? 2. What are the various ways citizens can volunteer and why does the nation need its citizens to volunteer?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The students will be able to identify the legal and voluntary privileges that come with being a citizen of the United States and the responsibilities that come with these privileges. The students will understand why it is important for all citizens to donate their time, money, resources and effort in making the United States a better place to live for all its citizens. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives. Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society. Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey. Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues. Evaluate the effectiveness and fairness of the process by which 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now Exercises Chapter Tests Section Quizzes Final Exam Cooperative/Collaborative Group Evaluations Research Papers/Essays/Presentations Marking Period Projects PowerPoint Presentations Internet/Library Research Classwork Homework 	<p>Standards: (NJSLs)</p> <p>6.1.12.C.5.c 6.1.12.D.16.c 6.2.12.C.14.d 6.1.12.B.14.a 6.1.12.A.14.e 6.3.12.C.1 6.3.12.D.1 WHST.11-12.1-10 RH.11-12.1-10</p> <p><u>Technology Standards</u></p> <p>8.1.12.A.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills</u></p> <p>9.1.12.A.5, 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p> <p><u>Career Ready Practices</u></p> <p>CRP1,2,4,7,8,11</p>

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	<p>national, state, and local officials are elected and vote on issues of public concern.</p> <ul style="list-style-type: none">• Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.		<p><u>Time Frame:</u> 7 school days</p> <p><u>Materials:</u> <u>Civics Today: Citizenship, Economics & You</u>; Pages 118-133. Accompanying worksheet, quizzes and chapter test. Teacher generated outline notes.</p>
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CONTENT: Civics			
Theme: Congress: The makeup, powers, responsibility, and duties concerning the making of laws			
Essential Questions: How is Congress organized and what role do committees play in making laws? What are the powers given to and denied to Congress under the Constitution? What are the duties of the members of Congress, what privileges so members enjoy and what are the duties of the support staff? How are bills introduced in Congress, how does a bill work through Congress what actions can be taken by the president with a bill passed by Congress?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Students will understand the ways the members of Congress in each party select their leadership and how the members of Congress work on committees and subcommittees to carry out their duties for the American people. • Students will be able to explain the ways in which the US Constitution limits the powers of Congress and the powers that are granted to Congress to conduct its business and accomplish its goals. • Students will understand the complexities of the system and why Congress employs staffers to assist in the workload. • Students will be able to identify the types of bill that may become laws and the difficult and intricate steps in turning a proposed bill into law. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. • Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. • Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. • Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Do Now Exercises • Chapter Tests • Section Quizzes • Final Exam • Cooperative/Collaborative Group Evaluations • Research Papers/Essays/Presentations • Marking Period Projects • PowerPoint Presentations • Internet/Library Research • Classwork • Homework 	<p>Standards:(NJSLs)</p> <p>6.3.12.A.1.a 6.1.12.A.16.c 6.1.12.A.14.f 6.2.12.A.14.e 6.1.12.A.14.c 6.1.12.A.14.a 6.3.12.C.1 6.3.12.D.1 WHST.11-12.1-10 RH.11-12.1-10</p> <p><u>Technology Standards</u></p> <p>8.1.12.A.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills</u></p> <p>9.1.12.A.5, 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p>

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	<ul style="list-style-type: none"> • Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. • Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. 		<p><u>Career Ready Practices</u> CRP1,2,4,7,8</p> <hr/> <p><u>Time Frame:</u> 7 school days</p> <hr/> <p><u>Materials:</u> <u>Civics Today: Citizenship, Economics & You</u>; Pages 136-163. Internet Resources & Websites, LCD Projector Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes.</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 CIVICS

CONTENT: Civics			
Theme: The President and the Executive Branch			
Essential Questions: What are the qualifications to be president, how are presidents elected, and what are the rules to presidential succession? What are the Constitutional powers and duties assigned to the presidency and what are to roles of the office? What are the duties and goals of the president in fulfilling America’s foreign policy issues and how does the president and Congress work together to accomplish foreign policy goals? How does the Executive Office of the President (EOP) help the president perform the duties of the office and what are the duties of the federal bureaucracy?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • The students will be able to explain the election process of the president through the popular and Electoral College voting, what are the qualifications to be president and the laws today concerning presidential succession. • The students will understand the power of the office of the president as described in the Constitution and the president’s roles that are important to the functioning of the United States government. • The students will understand the roles played by both the president and Congress in accomplishing foreign policy goals. • The students will be able to explain how the thousands of employees in the Executive Office of the President (EOP) assist and advice the president. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. • Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution. • Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. • Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Do Now Exercises • Chapter Tests • Section Quizzes • Final Exam • Cooperative/Collaborative Group Evaluations • Research Papers/Essays/Presentations • Marking Period Projects • PowerPoint Presentations • Internet/Library Research • Classwork • Homework 	<p><u>Standards:(NJSL)</u> 6.3.12.A.1 6.1.12.A.16.c 6.1.12.A.14.f 6.2.12.A.14.c 6.1.12.A.14.a 6.3.12.C.1 6.3.12.D.1 WHST.11-12.1-10 RH.11-12.1-10</p> <p><u>Technology Standards</u> 8.1.12.A.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills</u> 9.1.12.A.5, 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p> <p><u>Career Ready Practices</u> CRP1,2,4,7,8,11</p>

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CIVICS

	<ul style="list-style-type: none">Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.		<p><u>Time Frame:</u> 8 school days</p> <p><u>Materials:</u> <u>Civics Today: Citizenship, Economics & You</u>; Pages 164-187. Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes.</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
CIVICS

CONTENT: Civics			
Theme: The Judicial Branch			
Essential Questions: How did the federal court system originate and what types of cases are handled in federal courts? How are federal judges selected and how do the three levels of federal courts differ? What are the qualifications, powers and who serves on the United States Supreme Court? What are the steps in the Supreme Court’s decision-making process and what factors influence Supreme Court decisions?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The students will be able to describe how the three levels of the federal courts try to ensure everyone in the United States receives equal justice under the law. The students will be able to differentiate the three levels of the federal court system and how the district, appeals and Supreme Court handle a wide variety of cases each year. The students will be able to examine how the decisions of the Supreme Court have wide-ranging effects because the court justices interpret the meaning of the US Constitution. The students will understand how the Supreme Court justices weigh many factors and go through several complex steps before making a decision. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution. Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today. Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now Exercises Chapter Tests Section Quizzes Final Exam Cooperative/Collaborative Group Evaluations Research Papers/Essays/Presentations Marking Period Projects PowerPoint Presentations Internet/Library Research Classwork Homework 	<p>Standards:(NJSL)</p> <p>6.3.12.A.1 6.1.12.A.2.e 6.1.12.A.13.b 6.2.12.A.14.e WHST.11-12.1-10 RH.11-12.1-10</p> <p><u>Technology Standards</u></p> <p>8.1.12.A.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills</u></p> <p>9.1.12.A.5, 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p> <p><u>Career Ready Practices</u> CRP1,2,4,7,8,11</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
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CIVICS

			<p><u>Time Frame:</u> 9 school days</p>
			<p><u>Materials:</u> Civics Today: Citizenship, Economics & You; Pages 190-213. Internet Resources & Websites Accompanying worksheet, essays, quizzes and chapter test. LCD Projector Teacher generated outline notes</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
CIVICS

CONTENT: Civics			
Theme: Political Parties and Politics			
Essential Questions: How have political parties formed throughout US history and what are the differences between the two major parties. How do political machines emerge and effect local, state and national party organizations? What roles do political parties perform in nominating and campaigning for candidates?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Understand why political leaders formed parties in an attempt to gain control of the decision making in the government. • The students will be able to analysis the highly organized political organizations of the two major parties at the local, state and national levels. • The students will understand how the selecting of candidates and running campaigns are the most important functions of the political parties. • The students will be able to list the various important political functions of the political parties at the local, state and national levels. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance. • 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. • Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices. • Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. • Evaluate the effectiveness and 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Do Now Exercises • Chapter Tests • Section Quizzes • Final Exam • Cooperative/Collaborative Group Evaluations • Research Papers/Essays/Presentations • Marking Period Projects • PowerPoint Presentations • Internet/Library Research • Classwork • Homework 	<p>Standards:(NJSL)</p> <p>6.1.12.A.2.d 6.1.12.A.2.f 6.1.12.A.3.g 6.2.12.A.14.d 6.1.12.A.14.e 6.1.12.14.f 6.3.12.C.1 6.3.12.D.1 WHST.11-12.1-10 RH.11-12.1-10</p> <p><u>Technology Standards</u></p> <p>8.1.12.A.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills</u></p> <p>9.1.12.A.5, 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p> <p><u>Career Ready Practices</u></p> <p>CRP1,2,4,7,8,11</p>

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 SOCIAL STUDIES DEPARTMENT
 CIVICS

	<p>fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.</p> <ul style="list-style-type: none"> • Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. 		<p>Time Frame: 8 school days</p> <p>Materials: <u>Civics Today: Citizenship, Economics & You</u>; Pages 216-233. Internet Resources & Websites Accompanying worksheet, essays, quizzes and chapter test. LCD Projector Teacher generated outline notes.</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
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CIVICS

CONTENT: Civics			
Theme: Voting and Elections			
Essential Questions: Who has the right to vote, how has the right to vote expanded and how does the registration and voting process work? What types of elections are available to the voters and what are the steps in the presidential election process? How campaigns are publically and privately financed and what are possible campaign reforms?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The students will understand how to meet the qualifications for voting before going to the polling place. The students will understand the Congressional voting process in both the House of Representatives and the Senate and for the presidency. The students will understand how political campaigns require millions of dollars of funding and the regulation of the parties have in raising money for their candidates. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools). Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now Exercises Chapter Tests Section Quizzes Final Exam Cooperative/Collaborative Group Evaluations Research Papers/Essays/Presentations Marking Period Projects PowerPoint Presentations Internet/Library Research Classwork Homework 	<p>Standards:(NJSL)</p> <p>6.2.12.A.14.1 6.1.12.A.14.d 6.1.12.14.g 6.3.12.C.1 6.3.12.D.1 WHST.11-12.1-10 RH.11-12.1-10</p> <p><u>Technology Standards</u></p> <p>8.1.12.A.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills</u></p> <p>9.1.12.A.5 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.1.12.F.3 9.2.12.C.1 9.2.12.C.4</p> <p><u>Career Ready Practices</u> CRP1,2,4,7,8,11</p>

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			<p><u>Time Frame:</u> 8 school days</p>
			<p><u>Materials:</u> <u>Civics Today: Citizenship, Economics & You</u>; Pages 234-253. Internet Resources & Websites, LCD Projector Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes.</p>