

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: AP American Government

Born on: August, 2014
Previous Revision: July, 2020
Current Revision: July, 2023
Board Approval: 8/28/23

COURSE DESCRIPTION: AP American Government

This course is designed to help students develop a working knowledge of the important concepts, theories, and facts of American government and politics. Coursework is calculated to prepare students for the Advanced Placement examination and includes the study of public policy, government institutions, political parties, interest groups, public opinion, mass media, and civil rights. Political theory, and political beliefs, attitudes and actions will also be addressed.

ALIGNMENT TO LEARNING EXPECTATIONS:

- Demonstrate an ability to write and speak effectively
- Demonstrate an ability to read critically
- Gather, synthesize and evaluate information and communicate it in a variety of ways
- Develop and apply problem-solving skills independently and in collaboration with others
- Produce original and creative work
- Demonstrate tolerance of differences and respect for self and others
- Demonstrate an understanding of current events, the political process, and function as responsible citizens

COURSE OBJECTIVES:**Students will:**

- Develop an understanding of the major institutions, processes and functions of the American political system.
- Analyze and interpret complex materials on a variety of topics in political science and constitutional law.
- Respond to various readings in well-supported, thesis-driven essays.
- Develop a depth of knowledge that will lead to success on the AP examination.
- Develop an appreciation for the importance and value of government and politics in their lives.

STUDENT OUTCOMES:

Students will:

- Read and critically analyze complex texts
- Write structured, thesis-driven essays
- Work with one another on a variety of projects to achieve common goals
- Apply techniques designed to improve performance on multiple choice tests
- Gather and analyze data from various sources (library, computer databases etc.)
- Prepare informative and well-structured oral presentations
- Define democracy and constitutionalism
- Explain the American system of checks and balances, differentiating it from the principle of separation of powers

- Define federalism in its various forms
- Discuss the relation among liberalism, conservatism, and political tolerance
- Identify and explain the types of interest groups and the techniques they use to influence policy
- Trace the history of efforts to regulate campaign finance
- Explain the functions of political parties in the American system
- Outline emergence of the modern party system in America
- Trace trends in party identification in relation to themes of realignment and de-alignment
- Explain the contours of public opinion and political socialization
- Enumerate the main sources of political socialization
- Explain the relative importance of party identification, candidate appeal, and issues on voting
- Explain how the structure of the election system affects election strategy

- Outline presidential campaign strategies
- Trace the evolution of the press and the media since the founding of the republic
- List and explain the offices, structure, and functions of Congress
- Discuss the role of the president in relation to Congress and the judicial branch
- Describe the Executive Office of the President, including the OMB, CEA, and NSC
- Explain the constraints on the power of the presidency
- Articulate the principle of judicial review
- Outline the structure of the court system
- Explain the process of federal judicial appointment
- Explain the concepts of judicial restraint and judicial activism

- Enumerate the defining characteristics of bureaucracy
- Outline the hierarchical organization of the federal bureaucracy
- Differentiate cabinet agencies, independent agencies, and government corporations
- Describe the differing forms of bureaucratic accountability
- Outline the policy-making process at the federal level
- Describe the basic composition of social, economic and foreign policy

NOTE: Students will be encouraged to take the AP exam.

Accommodations and Modifications: Each unit has examples of possible accommodations/modifications. Charts of accommodations/modifications are found at the end of the document.

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLs	Time
<p>Unit 1 - Development of the Constitution Objectives: The students will:</p> <ul style="list-style-type: none"> • Trace the historical basis of the Constitution through the Declaration of Independence, Articles of Confederation, The Federalist Papers, and major historic figures. • Explain various political philosophies that were the basis for the Constitution and how these beliefs are reflected in the government and society. • Examine and analyze the structure and major principles of the Constitution. • Demonstrate the ability to integrate political and historical concepts. 	<p><u>Content:</u></p> <ul style="list-style-type: none"> • The purpose of government <ul style="list-style-type: none"> ○ Who has the power ○ To what ends is the power used • Theories of government <ul style="list-style-type: none"> ○ Marxism ○ Mills ○ Weber ○ Pluralist ○ Natural Law • Declaration of Independence • Articles of Confederation • The Constitutional Convention • Key constitutional principles: <ul style="list-style-type: none"> ○ Republican form of government ○ Separation of powers ○ Federalism ☑ Historic debate ☑ Supremacy clause ○ Amending the Constitution • The Federalist Papers • Federalism <ul style="list-style-type: none"> ○ Original beliefs ○ “Layer-Cake” Federalism ○ “Marble-Cake” Federalism 	<p><u>Suggested Activities:</u> Students analyze the values and principles of the Bill of Rights. Questions could include: What is the purpose of government according to the Bill of Rights? What is the implication of saying rights to life, liberty and pursuit of happiness are inalienable; What concrete rights do you think that implies; What does it mean to say a government needs the “consent of the governed”; Does the Declaration of Independence suggest that we have a “right to rebel” if we don’t like the government?</p> <p>Students discuss in groups the issue of whether people have a right to withdraw consent and rebel against the government. Students examine this in two contexts. First, do people living under repressive dictatorships, with no free speech, rights, or protection against arbitrary imprisonment have the right to rebel? Second, do inner city minorities in the US who live below the poverty line, who jeer police, who have inadequate health care, housing and education, have the right to withdraw consent? Students will attempt to explain why there is or is not a discrepancy between their answers.</p> <p>Students list strengths and weaknesses of Articles of Confederation. Students generate ideas on the merits and demerits of a stronger national government. Students devise tentative hypotheses on which is more protective of individual rights, and students support their hypotheses with evidence. Students reenact the debate between anti-federalists and federalists over the ratification of the Constitution.</p>	<p>6.1.12.HistoryCC.2 6.1.12.CivicsPD.2. 6.1.12.EconET.14.a .</p> <p>ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10 NJLSA.W1 NJLSA.W7 NJLSA.W8 NJLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art 1.2.12acc.Re7a 1.2.12acc.Re8a</p>	<p>2 WEEKS</p>

			<p>1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science 8.1.12.DA.5</p>	
		<p>Students brainstorm in groups about current and historic examples involving separation of powers and use their data in developing and supporting a thesis about whether separation of powers and checks and balances has prevented abuse of power. Students “test” their thesis with examples such as: Korematsu case, Dred Scott, Alien & Sedition Acts, Watergate, FDR’s court packing attempt, etc. Students evaluate why and when separation of powers succeeds or fails.</p> <p>Methods of Assessment</p> <p><i>Student Assessment</i> Homework F Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S Document-based essays and free-response essays S Class participation F Debates/Socratic Seminars F</p>		

	Project Based Assessments S	
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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS	Time
<p>Unit 2 - Political Beliefs and Behaviors of Individuals</p> <p><u>Objectives:</u> The student will:</p> <ul style="list-style-type: none"> • Describe various factors that shape and measure public opinion and political participation. • Examine and differentiate between political beliefs held by various segments of the population about their government and its leaders. • Compare and contrast major political ideologies. • Evaluate how political ideologies affect the political process. • Explore different non-electoral ways citizens participate in the political process. • Demonstrate the ability to integrate political and historical concepts. 	<p><u>Content:</u></p> <ul style="list-style-type: none"> • What Americans think about politics • How we learn about politics • Public opinion - nature, sources, consequences, and measurement • Political participation <ul style="list-style-type: none"> o voting and non-electoral politics o Internal and external political efficacy • Why citizens differ in political beliefs and behaviors - class, race, gender, religion, region, etc. • Differing political ideologies <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking</p>	<p><u>Suggested Activities:</u> Students grapple with the problem of low voter turnout, especially among certain groups (e.g., youth, poor, minorities). Students devise plans to increase voter turnout among these groups.</p> <p>Students work with demographics of different voting districts, real and hypothetical. Students work (individually or in groups) to develop an appropriate campaign for that area (e.g., what kind of candidate, which party, what issues, what stand on the issues). Students make class presentations.</p> <p>Students write news articles (not editorials per se) on the same issue. The issue should be one about which students feel strongly. Students compare and contrast their work with each other to examine whether bias slips in either intentionally or unintentionally. Students discuss how such articles could affect public opinion.</p> <p>Students fill out a survey of their own opinions on selected current issues and learn about liberal and conservative positions on these issues. Students compare and contrast liberal and conservative views on economic policy, civil rights, morality, international issues, social welfare, and other issues. Students discuss seeming inconsistency between conservative antipathy toward governmental economic regulation and support for regulation of morality. Similarly, students deal with seeming inconsistency.</p>	<p>6.1.12.GeoPP.2.a 6.1.12.HistoryCA.5.a 6.1.12.CivicsPD.14.a 6.1.12.HistoryCC.14.d 6.1.12.HistoryCA.14.c</p> <p>ELA NJSLSA.R1 NJSLSA.R2 NJSLSA.R6. NJSLSA.R7 NJSLSA.R9 NJSLSA.R10 NJSLSA.W1 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7</p>	3 WEEKS

	<p>Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>	<p>Methods of Assessment</p> <p><i>Student Assessment</i></p> <p>Homework F Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S Document-based essays and free-response essays S Class participation F Debates/Socratic Seminars F Project Based Assessments S</p>	<p>HS-ESS3-1</p> <p>Art</p> <p>1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes & Skills</p> <p>9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science</p> <p>8.1.12.DA.5</p>	
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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS	Time
Unit 3 - Political Parties and Interest Groups	<p><u>Content:</u></p> <ul style="list-style-type: none"> • Political parties and elections 	<p><u>Suggested Activities:</u></p>	<p>6.1.12.CivicsPI.2.b: 6.1.12.CivicsPI.3.a:</p>	<p>3 WEEKS</p>

<p>Objectives: The student will:</p> <ul style="list-style-type: none"> • Identify interest groups and their impact on the political process. • Examine how the government and interest groups fund elections. • Explain how the major political parties reflect various political ideologies. • Analyze the types of elections and the role of parties in conducting elections. • Demonstrate the ability to integrate political and historical concepts. 	<ul style="list-style-type: none"> o Historical development o Two party system — causes, organization, function, and its effects o Third Parties o Party-Centered vs. Candidate-Centered elections o What decides elections <p>Incumbency Party identification Issues Money Campaign The future of the American party system Campaigns and elections</p> <ul style="list-style-type: none"> <input type="checkbox"/> Realigning elections <input type="checkbox"/> Campaign Finance Reform <input type="checkbox"/> Types of elections <ul style="list-style-type: none"> • Interest groups (including political action committees) <ul style="list-style-type: none"> o What interest groups do o What interests are and are not represented <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments</p>	<p>Students (individually or in small groups) choose an issue and document which interest groups are involved on the issue and how they influence policies regarding that issue. Each student, or group of students, makes a presentation to the class on his/her issue and voice an opinion supported by evidence, on whether interest groups have helped or hurt policy making on this issue.</p> <p>The class explores current issue, (such as health care reform) and the way interest groups affect the process. Have students represent a different interest group and have them research the proposals, ideas, interests and political clout of such groups. Students discuss whose interests get represented and whose do not and question whether and how the power of interest groups should be curtailed.</p> <p>Methods of Assessment <i>Student Assessment</i> Homework F Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S Document-based essays and free-response essays S Class participation F Debates/Socratic Seminars F Project Based Assessments S</p>	<p>6.1.12.EconNE.10.b: 6.1.12.CivicsPI.14.a: 6.1.12.CivicsDP.14.a: 6.1.12.CivicsCM.14.a: 6.1.12.CivicsPD.16.a: ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10 NJLSA.W1 NJLSA.W7 NJLSA.W8 NJLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a</p>	
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	<p>Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>		<p>1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science 8.1.12.DA.5</p>	
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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS	Time
<p>Unit 4 - Congress/The President/The Bureaucracy/The Judiciary/The Media</p> <p><u>Objectives:</u> The student will:</p> <ul style="list-style-type: none"> Identify specific roles of the media, the 3 branches of government and the bureaucracy. 	<p><u>Content:</u></p> <ul style="list-style-type: none"> Congress <ul style="list-style-type: none"> Constitutional powers Process of a bill becoming a law Members of Congress 	<p><u>Suggested Activities:</u> Students participate in a model congress activity in which students deal with a current issue of their choice and attempt to write and pass legislation. Students will participate</p>	<p>6.1.12.CivicsPR.2.a: Use 6.1.12.CivicsPI.3.b: 6.1.12.EconEM.5.a: 6.1.12.EconNE.9.c: 6.1.12.EconNE.9.a: 6.1.12.EconNE.13.c:</p>	<p>3 WEEKS</p>

<ul style="list-style-type: none"> • Trace how the roles of each branch of government have changed historically. • Explain the relationship between the 3 branches of government. • Describe the impact that each branch of government has on the US economy. • Explain major Supreme Court decisions and their impact on the US. • Explore how media affects the political process. • Demonstrate the ability to integrate political and historical concepts. 	<ul style="list-style-type: none"> o Structure of Congress o Congressional procedures o Congress and the political system • The Presidency o Constitutional powers o Executive Powers o The President and the Executive Branch o The President and Congress o The President and party leadership • Bureaucracies o Bureaucracies as the fourth branch of government o Executive Branch organization o Problems with bureaucracies o Congressional Oversight <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</p> <p>Provide copies of notes and presentation</p> <p>Provide excerpts of primary source documents instead of full documents.</p> <p>Provide students with essential vocabulary Re-teaching and review</p> <p>Graphic organizers</p> <p>Scaffolding of assignments</p> <p>Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p>Multilingual Learners:</p>	<p>in committees and in a general session of Congress.</p> <p>Students participate in the Youth Leadership Initiative, an online program sponsored by the University of Virginia. Students will draft legislation, which will then be evaluated by peer groups throughout the country. In addition, students will be able to participate in mock elections through this web site. Students advise the President (and the relevant members of his/her staff) on a current issue. Students will: take a position on what to do; tell the President what power he/she does not have to act; inform the President about the powers of other branches in this regard, and map out a political strategy</p> <p>Methods of Assessment</p> <p><i>Student Assessment</i></p> <p>Homework F</p> <p>Class discussion F</p> <p>Group projects and reports F</p> <p>Alternate assessments F</p> <p>Research papers S</p> <p>Tests and quizzes S</p> <p>Document-based essays and free-response essays S</p> <p>Class participation F</p> <p>Debates/Socratic Seminars F</p> <p>Project Based Assessments S</p>	<p>6.1.12.CivicsPI.14.b: 6.1.12.CivicsPR.10.a: 6.1.12.HistoryCC.12.a: ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10 NJLSA.W1 NJLSA.W7 NJLSA.W8 NJLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a</p>	
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	<p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p>At Risk Students:</p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p>Gifted and Talented:</p> <p>Vary level of reading and primary source documents</p>		<p>Technology and 21st Century Themes & Skills</p> <p>9.4.12.IML.2</p> <p>9.4.12.IML.8:</p> <p>Computer Science</p> <p>8.1.12.DA.5</p>	
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<p>Unit 4 - Congress/The President/ The Bureaucracy/The Judiciary/The Media</p>	<ul style="list-style-type: none"> • The Supreme Court and the American Judiciary <ul style="list-style-type: none"> o Constitutional powers o Judicial Review—Marbury v. Madison o The national court system o What courts do o The role of the Supreme Court in a democracy—judicial activism or restraint o The Supreme Court and politics Selection of Supreme Court Justices • The media <ul style="list-style-type: none"> Role in the political process Media bias • Relationships among these five institutions 	<p>Students participate in a Senate Judiciary committee hearing to confirm a nominee for the Supreme Court.</p> <p>Students debate the Proposition Judicial Activism is an egregious and wrongful use of power by the Supreme Court.</p> <p>Students examine the role the media played in the last presidential election. Students explore questions such as: what issues did mainstream media highlight or minimize? Were these the most important factors? Who, if anyone, was served by this kind of coverage?</p> <p>Methods of Assessment</p> <p><i>Student Assessment</i></p> <p>Homework F</p>		<p>3 WEEKS</p>

	<p>• Relationships among these five institutions and the State governments</p> <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>	<p>Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S Document-based essays and free-response essays S Class participation F Debates/Socratic Seminars F Project Based Assessments S</p>		
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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS	Time
<p>Unit 5 - Civil Liberties and Civil Rights Objectives: The student will:</p> <ul style="list-style-type: none"> • Identify civil liberties and civil rights guaranteed by the Constitution. • Understand the nature of these rights. • Analyze the role of individual rights in the society. • Identify various interest groups whose civil rights have been restricted in the past and what they are currently doing to expand their civil rights. • Explain how the three branches of government support civil liberties. • Demonstrate the ability to integrate political and historical concepts. 	<p><u>Content:</u></p> <ul style="list-style-type: none"> • Majority rule and minority rights • Civil liberties <ul style="list-style-type: none"> o The Bill of Rights o Speech, press, assembly o Rights of Students o Religious freedom o Criminal justice o Privacy rights o Economic rights • Process of Incorporation <ul style="list-style-type: none"> o 14th Amendment • Civil rights <ul style="list-style-type: none"> o Minority group and women’s rights o Activism: from social movements to civil rights o Rights of students o Problems due to increasing diversity in the U.S. <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents.</p>	<p><u>Suggested Activities:</u> Students engage in a model Supreme Court activity dealing with a case involving Constitutional rights. Some students will act as lawyers arguing the issue before the Supreme Court and others will act as Justices. Students will draw on principles of constitutional jurisprudence in interpreting the Constitution</p> <p>Students work in groups and prepare presentations on the struggles of different people (e.g., blacks, women, Native Americans) to obtain rights under the Constitution. Then students examine the issue of whether the Constitution today sufficiently protects the rights of all.</p> <p>Students engage in analysis of major Supreme Court cases relating to the rights of students (Tinker, Bethel, Verona, Hazelwood,) through a deliberative discussion. The focus question for the discussion should center on the rights of schools to limit the civil liberties of students.</p> <p>Methods of Assessment <i>Student Assessment</i> Homework F Class discussion F Group projects and reports F</p>	<p>6.1.12.HistoryUP.2.c: 6.1.12.CivicsDP.4.b: 6.1.12.HistoryCC.4.a: 6.1.12.CivicsDP.5.a: 6.1.12.CivicsDP.6.a: 6.1.12.CivicsDP.6.b: 6.1.12.CivicsDP.13.a: 6.1.12.HistorySE.14.c: 6.1.12.HistorySE.14.a: E</p> <p>ELA NJSLSA.R1 NJSLSA.R2 NJSLSA.R6. NJSLSA.R7 NJSLSA.R9 NJSLSA.R10 NJSLSA.W1 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7</p>	<p>3 WEEKS</p>

	<p>Provide students with essential vocabulary Re-teaching and review</p> <p>Graphic organizers</p> <p>Scaffolding of assignments</p> <p>Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p>Multilingual Learners:</p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p>At Risk Students:</p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p>Gifted and Talented:</p> <p>Vary level of reading and primary source documents</p>	<p>Alternate assessments F</p> <p>Research papers S</p> <p>Tests and quizzes S</p> <p>Document-based essays and free-response essays S</p> <p>Class participation F</p> <p>Debates/Socratic Seminars F</p> <p>Project Based Assessments S</p>	<p>HS-ESS3-1</p> <p>Art</p> <p>1.2.12acc.Re7a</p> <p>1.2.12acc.Re8a</p> <p>1.5.12prof.Re7a</p> <p>1.5.12acc.Re7b</p> <p>1.5.12acc.Re8a</p> <p>1.5.12prof.Cn1 1a</p> <p>Technology and 21st Century Themes & Skills</p> <p>9.4.12.IML.2</p> <p>9.4.12.IML.8:</p> <p>Computer Science</p> <p>8.1.12.DA.5</p>	
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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLs	Time
<p>Unit 6 – Public Policy</p> <p><u>Objectives:</u></p> <p>The student will:</p> <ul style="list-style-type: none"> Analyze the interrelations between the branches of national government, the state governments, public opinion, interest groups, and political parties. Explain public policy formulation in a federal system of government. Demonstrate the ability to integrate political and historical concepts. 	<p><u>Content:</u></p> <ul style="list-style-type: none"> Explain how issues are placed on the public agenda for action Define the role of political institutions in the enactment of policy Define role of bureaucracy and the courts in policy implementation and interpretation Social welfare policy Civil rights policy 	<p><u>Suggested Activities:</u></p> <p>Students work in groups to examine articles or newspaper reports on current issues. Students evaluate the extent to which the issues involve economics, politics, or both. Students will discover that the two are often inseparable.</p>	<p>6.2.12.HistoryCC.5.e:</p> <p>6.3.12.HistoryCA.12:</p> <p>ELA</p> <p>NJSLSA.R1</p> <p>NJSLSA.R2</p> <p>NJSLSA.R6.</p> <p>NJSLSA.R7</p> <p>NJSLSA.R9</p> <p>NJSLSA.R10</p>	<p>3 WEEKS</p>

<p>* This portion of the course will be enhanced through the SUPA Public Policy Course</p>	<ul style="list-style-type: none"> • Economic policy • Other kinds of policies (e.g., environmental, moral, criminal, anti-violence) <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>	<p>Students participate in a long-term project examining an issue from a multiplicity of dimensions. Students, in small groups, choose an issue and create a multifaceted plan of action for dealing with it. Each group will be responsible for preparing reports and presentations focusing on: what the issue is; what power the federal government and respective branches have to deal with the issue; what power do the states have; what actions have the federal and state governments taken; what interest groups are involved and how have they impacted upon the process; how have opinions on the issue broken down in terms of demographics; what non-electoral means of action have people been engaged in surrounding this issue; what positions the mainstream parties have concerning this issue; how the media has portrayed this issue.</p> <p>Methods of Assessment</p> <p><i>Student Assessment</i> Homework F Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S Document-based essays and free-response essays S Class participation F Debates/Socratic Seminars F Project Based Assessments S</p>	<p>NJSLSA.W1 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science 8.1.12.DA.5</p>	
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		*Continuation of study in Sem 2 SUPA Public Affairs		
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<p>Interdisciplinary Connections</p>	<p><u>Connections to NJSL – English Language Arts:</u> WHST.9-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes WHST.9-12.9: Draw evidence from informational texts to support analysis, reflection, and research RST.11-12.1: Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p><u>Connections to NJSL – Mathematics</u> MP.4: Model with mathematics. NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. ● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8) ● 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4). ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. ● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6). ● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6). ● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
<p>Computer Science and Design Thinking</p>	<ul style="list-style-type: none"> ● 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment. ● 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution. ● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. ● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

	<ul style="list-style-type: none"> ● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. ● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
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List of Accommodations and Modifications

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Special Education Accommodations/Modifications (I.E.P. Specific)
Physical Arrangement of Room	Allow for preferential seating
	Seat student near the teacher/presentation
	Seat student near the door
	Seat student near high performing student for informal partner pairs
	Seat student near positive role model
	Seat student away from disruptive/distracting student(s)
	Set a designated study space in the room
Instructional Activities	Provide guided notes and/or copies of notes
	Provide students with summaries if applicable
	Repeat and clarify directions if needed to ensure comprehension
	Allow students to choose partners or work independently when needed
	Provide extended time for curricular assignments as needed or specified in the IEP. Offer after-

	school or common time support.
Independent Practice & Assignments	Allow extra time to complete tasks without penalty
	Reduce reading/math/writing level of assignments
	Require fewer correct responses to achieve grade
	Allow computer printed/electronic assignments
	Simplify complex written directions
	Do not penalize for handwriting/spelling
	Allow flexible grading on scoring rubric
Assessments	Include word banks if helpful
	Bold highlight or underline instructions
	Reduce wording and/or organize directions (into checklists, e.g.) to simplify or make expectations more manageable.
	Reduce quantity of sections on an assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments
	Revise wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed
	Reduce number of calculation questions required
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
Make assessments visually appealing by reducing clutter and providing cues: for example, increase spacing, revise font, add or reduce lines, include boxes for responses, reduce the number of questions per page, highlight, bold or underline key words.	

	Allow for extra time when needed. Offer options for completion during common time or after school.
	Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
	Allow open book/notes for exams
	Give frequent short quizzes instead of lengthy exams
	Give exams/test items orally
	Give students their own copy of assessments that they can write on
	Allow extra time for assessments (specific to I.E.P.)
	Allow flexible schedule of assessment
	Allow flexible setting for assessment
	Allow student to assess on paper if regularly schedule for computer-based testing
Organizational Skills	Provide a table of contents for notebook/binder; conduct a weekly clean-up
	Help the student create "to do" lists
	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine
	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self-advocacy strategies
	Allow legitimate movement-in/out of room/short breaks
	Implement periodic/weekly behavior communication tools

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	504 Plan Accommodations/Modifications (504 Specific)
Physical Arrangement of Room	Allow for preferential seating
	Seat student near the teacher/presentation
	Seat student near high performing student for informal partner pairs
Instructional Activities	Provide guided notes and/or copies of notes
	Provide student with summaries, if applicable
Independent Practice & Assignments	Provide extended time for curricular assignments as needed or specified in the 504 Plan. Offer after- school or common time support.
	Reduce homework/classwork, when appropriate
Assessments	Allow use of notes or formula pages on assessments.
	Allow for extra time when needed or specified in the 504 Plan. Offer options for completion during common time or after school.
	Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
	Allow flexible schedule of assessment
	Allow flexible setting for assessment
	Provide a table of contents for notebook/binder
	Help the student create "to do" lists

Organizational Skills	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine
	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self advocacy strategies
	Allow legitimate movement-in/out of room break, if needed
	Implement periodic/weekly behavior communication tools

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	At Risk Accommodations/Modifications
Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings
	Use mental models to building understanding through familiar contexts
	Provide oral & written instructions
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
	Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
	Provide guiding questions to complete during the activity
	Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.

i v i t i e s	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
	Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
	Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
	Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments
	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment
	Highlight distinctive features/key concepts
	Provide choice of projects depending on the student's interests or strengths
	Provide peer assistance/study groups
A s s e s s m e n t s	Provide study guides and support outside of class time to review before assessments (common time or after school)
	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments
	Revise wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed
Reduce number of calculation questions required	

	<p>Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment</p> <p>Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.</p> <p>Allow for partial credit when appropriate</p> <p>Provide choices of questions or choices of projects depending on the student's strengths</p> <p>Allow for alternative assessments to show comprehension of the content such as a project or other means</p> <p>Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary</p> <p>Allow for extra time, when needed. Offer options for completion during common time or after school</p> <p>Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.</p>
Organizational Skills	<p>Provide general assistance with organizational skills</p> <p>Utilize homework assignment notebook/planner/agenda</p> <p>Provide written intermediate timelines for long assignments</p> <p>Have student monitor grade average</p>
Behavioral	<p>Keep rules simple and clear</p> <p>Implement a behavior management system</p>

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Multilingual Learners Accommodations/Modifications

I n s t r u c t i o n a l A c t i v i t i e s	Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings	
	Provide oral & written instructions	
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding in native language.	
	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation	
	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas	
	Provide guiding questions to complete during the activity	
	Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage	
	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization- Language teams	
	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information	
Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners - Conversely apply visual representations to ensure understandings		
I n d e p e n d e n t P r a c t i c e & A s s i g n m e n t s	Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments
	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment	
	Highlight distinctive features/key concepts	
	Provide choice of projects depending on the student's interests or strengths	
	Provide peer assistance/study groups/MI support	

Assessments	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments in native language
	Revise wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment
	Allow for partial credit when appropriate
	Allow for alternative assessments to show comprehension of the content such as a project or other means
Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary	
Allow for extra time, when needed. Offer options for completion during common time or after school	
Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop	
Organizational Skills	Provide general assistance with organizational skills
	Utilize homework assignment notebook/planner/agenda
	Provide written intermediate timelines for long assignments
	Have student monitor grade average
Behavioral	Keep rules simple and clear

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Gifted and Talented Accommodations/Modifications
Instructional Activities	Provide supplementary or lengthier readings
	Provide enrichment activities
Independent Practice & Assignments	Use inquiry-based practices and allow student opportunities to conduct additional research
	Provide supplementary or lengthier readings with higher-level questions
	Provide assignment choices that require more detail and deeper understanding
Assessments	Provide additional questions that prompt extensions of understanding
	Require research for projects; in a specified format
	Provide assessment choices that require more detail and deeper understanding

Career Options for Jobs that Involve Social Studies

Social studies focus on society, and social studies professionals may concentrate on understanding how people are shaped and influenced by peer groups, their culture, or other societal factors. While some social studies professionals primarily conduct research to determine how people are affected by social variables, others may focus on how these social variables can be used to predict people's behavior. A handful of these social studies career options are profiled below:

Career Information for Jobs that Involve Social Studies

Sociologists

Sociologists are professionals with a master's or doctoral degree in their field. They focus on understanding social groupings and behavior, and may be involved in research or make recommendations about how to address specific issues in society. Since their work focuses on understanding how society can influence behavior, they work within the field of social studies.

Historians

Historians research the past and educate people about historic events, artifacts or developments. Their work focuses on civilizations and incidents involving people in the past, which is why it falls within the social studies field. They might use the data from their research to form conclusions about why a society relocated or how cultural beliefs in a particular group evolved. They may need a doctoral degree, although it is possible to enter this field with a master's degree in history.

Postsecondary Teachers

Postsecondary teachers instruct college and university students in a specific subject they've specialized in. They typically need a doctoral degree, although entry-level positions may be obtained with a master's degree in some cases. Postsecondary teachers who instruct students in subjects such as criminology or history spend their career focused on social studies. As part of their work, postsecondary teachers usually also participate in research related to their specialty.

Anthropologists and Archeologists

Anthropologists and archeologists must have a master's or doctoral degree to work in their field. While archeologists may be involved in recovering historic artifacts from dig sites around the world, anthropologists focus on how humans have developed over time. Archeologists and anthropologists help discover evidence that relates to how cultures have evolved, how significant events have impacted people's behavior, and how social constructs, such as politics, have developed. Since they focus on issues related to society and behavior, they work within the field of social studies.

Political Scientists

Political scientists focus on the history and development of political systems. They may research political ideologies or study how political trends have evolved over time. They are social science professionals because understanding how politics shape society and impact individual and group behavior is part of what political scientists focus on. They are professionals with master's or doctoral degrees who perform research, analyze the information gained from their research, and use that data to develop predictions about the effects of political policies or structures.

Market Research Analysts

With a bachelor's degree, it's possible to become a market research analyst. Market research analysts examine consumer demographics, along with data collected from opinion polls and surveys, and then use what they learn to make recommendations about actions companies should or should not take. For example, they may recommend that a new product be developed and provide pertinent information about the customers they expect would be interested in that product. Market research analysts are professionals who focus on understanding what influences the purchasing decisions people make and the economic variables that should be considered when making business decisions. Since they focus on determining financial and societal factors that can affect consumer choices, their work involves the use of social studies.