

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

Government & Constitutional Law Course Syllabus

Updated: August 2024

Course Overview:

Does the right to free speech allow a student to say anything in the classroom? Does the right to freedom of religion allow illegal activities to take place in a church? Do the police have the right to search your car if you are pulled over for speeding? How much power should the President have? These and other questions will be answered in this course. A strong emphasis on case studies and a focus on current issues in criminal justice are an integral part of this semester course. This course is for students interested in learning more about how the American government works and how it compares to other governmental systems throughout the world. In the first part of the course, students will learn how the complex system of the federal governments affect the lives of citizens. Special attention will be given to the controversy, "To what extent should the scope of governmental powers be?" with units including: Principles of Government, Citizenship in America, and the Federal Government, covering the Legislative, Executive, and Judicial branches. In the second half of the course, students will focus on state and local governments and individualized civil liberties issues. Special emphasis will be placed on the role of the Judiciary in this process, historic Supreme Court cases, and current issues relating to individual rights vs. the rights of the society. There will also be a special interest unit focusing on contemporary concerns. The class will strive to meet the New Jersey Student Learning Standards mission of providing learners with the "knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities."

The course content below follows the [New Jersey Student Learning Standards for Social Studies](#).

Course Content and Outline:

	Timeline & Topics	NJSLS
Unit 1: Principles of Government & Federal Government	<ol style="list-style-type: none">(1) Purpose of Government(2) Origins of Democracy(3) Concepts of U.S. Democracy(4) U.S. Constitution(5) Legislative Branch(6) Executive Branch(7) Judicial Branch	<ol style="list-style-type: none">1. 6.1.12.CivicsPI.14.b2. 6.1.12.CivicsPI.14.c3. 6.1.12.CivicsPI.14.d4. 6.1.12.EconET.14.a5. 6.1.12.EconET.14.b6. 6.1.12.HistoryCA.14.a7. 6.1.12.HistoryCA.14.b8. 6.1.12.HistorySE.14.b9. 6.1.12.HistorySE.14.c10. 6.3.12.CivicsPD.111. 6.3.12.HistoryCA.12

Unit 2: State/Local Government & Citizenship & Civil Liberties	(1) Federalism (2) State Constitutions (3) Local Government Duties (4) Principles of Citizenship (5) Civic Responsibility (6) Individual Civil Rights	1. 6.1.12.CivicsPI.14.a 2. 6.1.12.CivicsPI.14.c 3. 6.1.12.CivicsPI.14.d 4. 6.1.12.CivicsCM.14.a 5. 6.1.12.CivicsPD.14.a 6. 6.1.12.CivicsDP.14.a 7. 6.1.12.EconNE.14.a 8. 6.1.12.EconET.14.a 9. 6.1.12.HistorySE.14.a 10. 6.1.12.HistorySE.14.b 11. 6.1.12.HistorySE.14.c 12. 6.1.12.HistoryUP.14.a 13. 6.3.12.CivicsHR.1 14. 6.3.12.HistorySE.1
--	--	--

Course Expectations and Skills

1. Demonstrate ability in compiling resource material and preparing research projects.
2. Exhibit proficiency in speaking before a group.
3. Become familiar with current events and develop an ability to evaluate those events with an analytical process.
4. Develop literacy in civics as it is reflected in the on-going governmental changes of the United States.
5. Explain the functions and organizations of our three branches of government: legislative, executive and judicial.
6. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
7. Develop skills in reading comprehension, research, communication and technology.
8. Gain practice to succeed on standardized testing such as ACT, SAT, and NJSLA and ASVAB.
9. Maintain an organized notebook or electronic portfolio of notes and work collected throughout the year.
10. Develop skills in note-taking and outlining guided practice and repetition.
11. Explain the economic, political, and social changes that occurred in the US through 1900.

Materials Needed

- Chromebook
- Notebook and/or three-ring binder with lined paper (as needed)
- Daily planner/Student organizer
- Pen or pencil

Resources

Shea, Daniel M. *Magruder's American Government*. Boston, MA: Pearson, 2016.

Grading Scale

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 35%
- Minor Assessments: 25%
- Classwork/Participation: 40%

Teacher Information

TBA

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

Government & Constitutional Law Unit #1

Principles of Government & Federal Government

Updated: August 2024

Unit Overview:

Principles of Government: *Democracy is one form of government. How does democracy help determine what the government should do? Democracy exists because people want it. In order for democracy to survive, certain principles must be agreed upon. In the United States, we have five concepts that form the backbone of our government system, which provides guidance in determining what to do. Sometimes a government may not always appear to act in the best interests of the people. When this happens, such acts go against these concepts.*

Federal Government: *The Framers of the Constitution had no idea if their ideas for a new government would work. But to ensure the best possible means for success, the Framers designed important constitutional provisions to help with the working of the new government.*

The legislative branch of government can be seen as a true government of the people. The people elect its representatives, who in turn do their best to carry out the wishes of the people they represent. They do this in a number of ways from the committees they serve on to their votes on issues.

The President of the United States leads the executive branch of the Federal Government and has a broad array of constitutionally mandated powers in that role. At the same time, the President's powers are limited by the Constitution, particularly by the system of checks and balances that it establishes.

The ideals behind democracy include a high regard for equality for all. When it comes to the judicial system in a democratic society, equal justice takes a central role. The Constitution was carefully crafted to create a system in which this is the reality.

Essential Questions

Principles of Government

1. What is the purpose of government?
2. Who should hold power in a governing body?
3. How has democracy developed throughout history?
4. On what major principles is democracy based?

Federal Government

5. What is the purpose of the Constitution?
6. On what major principles is the Constitution based?
7. In what ways can the Constitution change?
8. How should power be divided in a federal form of government?
9. How should legislative powers be distributed?

Enduring Understandings

Principles of Government

1. Government is the institution through which a society makes and enforces its public policies, and is made up of those who exercise its powers, and have power and authority over the people.
2. Governments are classified by who can participate, the distribution of power, and the relationship between lawmakers and those who execute the laws.
3. The origins of modern democratic government lie in the ideas of ancient Greece, Rome, and the Enlightenment.
4. A democracy is based upon recognizing the worth and dignity of all, equality, majority rule

10. Who is part of the legislative branch of government?
11. What powers should be granted to the legislative branch?
12. How does a bill become a law?
13. What is required of a president?
14. How powerful should the Chief Executive be?
15. Who should conduct foreign relations?
16. What is the role of the Supreme Court?
17. How does judicial review empower the judicial branch?
18. What is the purpose of laws?
19. What are the different courts and their jurisdictions under the federal court system?

balanced with minority rights, compromise, and individual freedom.

Federal Government

5. The U.S. Constitution provides the basic principles upon which the government is constructed and operates.
6. The Constitution is built around six basic principles: popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism.
7. The Constitution also provides the methods required to propose and ratify amendments, allowing for changes in its laws and procedures.
8. The U.S. system of government is federalism, wherein the powers are divided between the National Government, with a set of powers given to it explicitly by the Constitution, and the States.
9. The Constitution establishes Congress as a bicameral legislature, with two houses – the Senate and the House of Representatives – acting as checks on one another.
10. The House has 435 seats, apportioned by population, and members serve for two years, while the Senate has 100 seats, two from each state, and members serve 6-year terms.
11. The Constitution grants Congress a number of expressed and implied powers and some non-legislative duties.
12. A bill is a proposed law presented to either house. If passed by both, a bill is presented to the President. Vetoes can be overturned with a 2/3 vote.
13. A person seeking to be President of the United States must meet certain requirements and be able to balance many roles simultaneously.
14. There is an ongoing debate about the growth of presidential power; however, certain constitutional provisions provide for checks by the other two branches.
15. The President is essential to the conduct of foreign relations; however, the system of checks and balances requires the President to share military and diplomatic powers with Congress.
16. The Constitution created the Supreme Court, its jurisdiction, and the manner and terms of federal judicial appointments.
17. The power of judicial review established the key role of the judicial branch – the Supreme Court is the final authority on questions arising under the Constitution, an act of

	<p>Congress, or a U.S. treaty.</p> <p>18. Laws are put in place to provide order, protect society, and settle conflicts. Law officers enforce the laws and the courts interpret them.</p> <p>19. The inferior constitutional courts form the core of the federal judicial system, but special courts were created to handle specific types of cases.</p>
--	--

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
<p>Principles of Government</p> <ol style="list-style-type: none"> 1. Define government and the basic powers that every government holds. 2. Explain the definition of a state and the origin of the state. 3. Classify different types of government. 4. Define systems of government based on who can participate. 5. Identify and explain the origins and foundations of democracy in the world. <p>Federal Government</p> <ol style="list-style-type: none"> 6. Outline the Articles of the Constitution. 7. Explain the reasoning for a limited government and how the separation of powers is supposed to protect the citizens. 8. Explain how the formal amendment process illustrates the principles of federalism and popular sovereignty. 9. Define federalism and explain why the Framers adopted a federal system instead of a unitary system. 10. Summarize the obligations that the Constitution, as the “the supreme Law of the Land,” places on the National Government with regard to the states. 11. Explain the process of admitting new states to the Union and the interaction between states. 12. Explain why the Constitution provides for the bicameral structure of Congress. 13. Identify when the President may convene or end a session of Congress and the duties performed by those who serve in Congress. 14. Compare and contrast the Senate and House of Representatives. 15. Analyze the formal and informal qualifications for election to the House and the Senate. 16. List the three types of powers delegated to Congress and how they are applied. 17. Identify how and when Congress convenes. 18. Explain how standing committees function. 19. Explain the process of a bill from introduction in the House or Senate to the actions the President can take. 	<ol style="list-style-type: none"> 1. 6.1.12.CivicsPI.14.b 2. 6.1.12.CivicsPI.14.c 3. 6.1.12.CivicsPI.14.d 4. 6.1.12.EconET.14.a 5. 6.1.12.EconET.14.b 6. 6.1.12.HistoryCA.14.a 7. 6.1.12.HistoryCA.14.b 8. 6.1.12.HistorySE.14.b 9. 6.1.12.HistorySE.14.c 10. 6.3.12.CivicsPD.1 11. 6.3.12.HistoryCA.12

<ol style="list-style-type: none"> 20. List the formal qualifications necessary to become President. 21. Identify key figures in the President's present cabinet. 22. Explain how the role of Vice President and First Lady has changed over time. 23. List the powers and responsibilities of the President. 24. Explain the President's domestic and foreign powers. 25. Explain why the Constitution created a national judiciary, and analyze its structure and functions. 26. Outline the process for appointing federal judges, and list their terms of office. 27. Define the concept of judicial review and explain the history behind how the court first asserted its power of judicial review. 28. Explain how cases reach the Supreme Court. 29. Summarize the way the Supreme Court operates. 30. Describe the structure and jurisdiction of the federal district courts, the federal courts of appeals, and other constitutional courts. 	
---	--

Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> • Government and Constitutional Law Pre-Assessment • Foundations of Government and Citizenship Vocabulary Activity • Purpose of Government-Preamble Activity • The Legislative Branch Vocabulary Activity • Legislative Branch WebQuest • Where to Eat Activity • Who Rules Presentation • Origins of Democracy Graphic Organizer • Six Principles of the US Constitution • Constitution Scavenger Hunt • Federalism and Separation of Powers Activity • Checks and Balances Activity • Congress in a Flash • Executive Branch 	<ul style="list-style-type: none"> • United States Constitution • Constitution in Simple English • Full Text of The Federalist Papers • <i>The Federalist</i> No. 22 • <i>The Federalist</i> No. 51 • <i>The Federalist</i> No. 78 • <i>Marbury v. Madison</i>, 1803 (primary source) • <i>Plessy v. Ferguson</i>, 1892 (primary source) • <i>Scott v. Sanford</i>, 1892 (primary source) • <i>Brown v. Board of Education</i>, 1952 (primary source) • <i>Map v. Ohio</i>, 1961 (primary source) • <i>Gideon v. Wainwright</i>, 1963 (primary source) • <i>Miranda v. Arizona</i> 1966 (primary source) • <i>Tinker v. Des Moines</i>, 1969 (primary source) • <i>Roe v. Wade</i>, 1971 (primary source) • <i>United States v. Nixon</i>, 	<ul style="list-style-type: none"> • Stanford History Education Group • Gilder Lehrman Institute of American History • iCivics • Actively Learn • EDpuzzle • Pearson Realize

<p>Vocabulary Activity</p> <ul style="list-style-type: none"> • Executive Department Internet Activity • Judicial Branch Vocabulary Activity • Notes on the National Court System • Supreme Court WebQuest • Deciding a Supreme Court Cases • Supreme Court Cases Activity • <i>Marshall</i> Movie Questions (Thurgood Marshall) • Federal Government Presentation Project <p>Folder of Lesson Resources</p>	<p>1974 (primary source)</p> <ul style="list-style-type: none"> • <i>New Jersey v. T.L.O.</i>, 1985 (primary source) • <i>Texas v. Johnson</i>, 1986 (primary source) • <i>Hazelwood School District v. Kuhlmeier</i>, 1988 (primary source) • <i>Why the Supreme Court Matters</i>, John Paul Ryan (secondary source) • Separation of Powers-Battles of the Branches (National Constitution Center) 	
--	---	--

List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> • Daily warm-up questions & discussion • Daily exit checks • Unit vocabulary assignments • Whole-class discussion during content lectures • Analysis of/response to primary & secondary sources • EDpuzzle videos • Actively Learn Articles 	<ul style="list-style-type: none"> • Topic Vocabulary Quizzes • Create Your Government Activity - minor assessment • Unit 1a Principles of Government Test - major assessment • Checks and Balances - minor assessment • Executive Department Internet Activity - major assessment • Article I&II of the Constitution Quiz - minor assessment • Judicial Branch - minor assessment • <i>Marshall</i> film analysis - minor assessment • Unit 1b Federal Government Test - major assessment

Interdisciplinary Connections
English Language Arts

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Mathematics

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.B.6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related
- S-ID.B.6a Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.C.9 Distinguish between correlation and causation
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art

Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

Government & Constitutional Law Unit #2

State/Local Government & Citizenship/Civil Liberties

Updated: August 2024

Unit Overview:

State & Local Government: State governments perform many basic duties. The state government: (1) makes laws for state residents to follow, (2) settles disputes using the state court system, (3) administers federal, state, and local elections, (4) creates local governments, and (5) collects taxes to fund state and local programs. Frequently, state and local governments have a much more direct impact on citizens' lives than does the federal government.

Citizenship & Civil Liberties: The concept of citizenship – of the free inhabitants of a city – was developed by the ancient Greeks and Romans. Today, citizenship is the badge of membership in a political society, and every state in the world has rules by which citizenship is determined. Much can be learned about the basic nature of a government by examining those rules, including who are and who may become citizens, and who are excluded from citizenship.

The Framers of the Constitution wanted to make sure that individual freedoms were protected and so created the Bill of Rights. Those amendments guarantee rights related to religion, speech and press, assembly and petition, the rights of the accused, and more. While these freedoms are not absolute, the concept of limited government helps to protect individual rights.

Essential Questions	Enduring Understandings
<p>State & Local Government</p> <ol style="list-style-type: none">1. How and why do states' constitutions differ?2. How much power should governors have?3. How do state courts settle disputes among state residents?4. To what extent are local governments responsible for residents' needs?5. How are powers divided between the Federal Government and the states?6. What is the central conflict in the relationship between taxation and government services? <p>Citizenship & Civil Liberties</p> <ol style="list-style-type: none">7. How have the nation's policies on immigration changed over time?8. To what extent has the U.S. lived up to the principle that "all men are created equal"?9. What role does discrimination and segregation play in American institutions?10. How has civil rights legislation protected the	<p>State & Local Government</p> <ol style="list-style-type: none">1. Every state has a unique written constitution that defines the state's government and values according to its citizens' views.2. Governors possess some legislative and judicial powers, and most share executive power with other elected officials.3. Local courts deal with a wide range of cases, and those involving difficult points of law rise to appellate courts or the state Supreme Court on appeal.4. County, town, and township governments both supply basic services of daily life and provide a wide range of public services to residents.5. The U.S. Constitution reserves to the states all powers not delegated to the Federal Government or not denied to the states.6. The state budget is the plan for the control

<p>rights of citizens?</p> <ol style="list-style-type: none"> 11. How has the Bill of Rights been implemented throughout history? 12. To what extent is religion protected by the government? 13. In what ways can individuals express their views publically? 14. How are citizens able to protest against governmental actions? 15. What rights should be granted to accused and convicted criminals? 	<p>and use of public money; sources of funding include taxes, federal grants, and borrowing.</p> <p>Citizenship & Civil Liberties</p> <ol style="list-style-type: none"> 7. The U.S. is a nation of immigrants, but current immigration policy is controversial. 8. The Declaration of Independence declares that “all men are created equal,” an ideal our nation still struggles to meet as race-and gender-based discrimination has declined but not disappeared. 9. The nation has not yet achieved complete integration of educational systems, but legally enforced racial segregation in public life has been eliminated. 10. Congress passed civil rights laws to carry out the Constitution’s insistence on the equality of all before the law, although controversy still surrounds affirmative action today. 11. The Bill of Rights reflects the nation’s commitment to personal freedom and limited government. 12. The 1st Amendment guarantee of religious freedom creates a separation between church and state and protects the right to believe what one chooses in matters of religion. 13. The 1st Amendment rights of free speech and press guarantee the freedom to express one’s ideas. 14. The 1st Amendment rights to assembly and petition guarantee the right to gather together and to bring one’s views to the attention of public officials. 15. Due process rights require the government to act fairly and in accord with established rules.
--	---

Unit Learning Targets/Goals/Outcomes:	
Learning Target	NJSLs -Social Studies
<p>State & Local Government</p> <ol style="list-style-type: none"> 1. Analyze New Jersey’s constitution and its similarities and differences from the Constitution. 2. Explain the basic principles common to all state constitutions today. 3. Identify some local state legislatures and explain the qualifications, terms, and compensation of many state legislatures. 4. Identify the current governor and the qualifications to become governor. 5. Summarize the governors’ roles, powers, duties, and the 	<ol style="list-style-type: none"> 1. 6.1.12.CivicsPI.14.a 2. 6.1.12.CivicsPI.14.c 3. 6.1.12.CivicsPI.14.d 4. 6.1.12.CivicsCM.14.a 5. 6.1.12.CivicsPD.14.a 6. 6.1.12.CivicsDP.14.a 7. 6.1.12.EconNE.14.a 8. 6.1.12.EconET.14.a 9. 6.1.12.HistorySE.14.a 10. 6.1.12.HistorySE.14.b 11. 6.1.12.HistorySE.14.c

limitations of office.

6. List and explain other executive offices at the state level.
7. Explain the governments of towns, townships and special districts.
8. Identify the need for city planning and list some major municipal functions.

Citizenship & Civil Liberties

9. Describe how people become American citizens by birth and by naturalization.
10. Compare and contrast the status of undocumented aliens and legal immigrants.
11. Examine discrimination experienced by various groups in the past and present.
12. Outline the history of civil rights legislation, and how affirmative action has helped to ensure equality under the law.
13. Explain how Americans' commitment to freedom led to the creation of the Bill of Rights.
14. Describe how the 9th Amendment helps protect individual rights.
15. Analyze the reasons behind the Founding Fathers protecting religious freedoms and how the Supreme Court has interpreted this right through the Establishment Clause and Free Exercise Clause.
16. Analyze the purpose and importance of the 1st Amendment rights of free speech and press.
17. Define symbolic and commercial speech and describe the limits on their exercise and major Supreme Court rulings.
18. Analyze the importance of the 1st Amendment rights of petition and assembly.
19. Compare and contrast the freedom-of-assembly issues that arise on public versus private property.
20. Explain the importance of due process rights to the protection of individual rights and in limiting the power of the government.
21. Evaluate constitutional provisions for limiting the role of government, including those designed to guarantee the security of home and person.

12. 6.1.12.HistoryUP.14.a
13. 6.3.12.CivicsHR.1
14. 6.3.12.HistorySE.1

Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● State & Local Government Vocabulary Activity ● Federalism overview - Google Slides & notes ● State Powers - 'Got a Reservation?' Activity ● State Government - 'The Great State' Activity ● State Responsibilities - 	<ul style="list-style-type: none"> ● State Powers (secondary source) ● State Government (secondary source) ● State Responsibilities (secondary source) ● State Lawmaking (secondary source) ● County Government 	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History ● iCivics ● Actively Learn ● EDpuzzle ● Pearson Realize

<ul style="list-style-type: none"> ● 'What States Do' Activity ● State Lawmaking Activity ● Crisis Collaboration - COVID-19 Simulation ● NJ 'Make a Law' Simulation Program ● NJ State WebQuest ● 'The Secret Life of Your Local Government' video ● County Government Activity ● Municipal Government Activity ● 'Gloucester Township Works' Newsletter Analysis ● <i>Milk</i> film analysis ● Citizenship Test Project ● Civil Liberties Group Poster Assignment ● Citizenship Activity ● Civic Action Activity ● Compulsory Voting DBQ ● Civic Online Reasoning Activities: <ul style="list-style-type: none"> ○ Article Evaluation ○ Website Evaluation ○ Instagram Photo Evaluation ○ Tweet Evaluation ○ Civic Online Reasoning Assessment <p>Folder of Lesson Resources</p>	<ul style="list-style-type: none"> ● (secondary source) ● Municipal Government (secondary source) ● 'Gloucester Township Works' Newsletter (primary source) ● Citizenship (secondary source) ● Civic Action (secondary source) ● Compulsory Voting DBQ (primary sources) 	
---	--	--

List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> ● Daily warm-up questions & discussion ● Daily exit checks ● Unit vocabulary assignments ● Whole-class discussion during content lectures ● Analysis of/response to primary & secondary sources 	<ul style="list-style-type: none"> ● Topic Vocabulary Quizzes ● NJ 'Make a Law' Simulation - minor assessment ● Unit 2a State & Local Government Test - major assessment ● <i>Milk</i> film analysis - minor assessment ● Civil Liberties Poster Assignment - minor

- EDpuzzle videos
- Actively Learn Articles

- assessment
- Compulsory Voting DBQ - minor assessment
 - Civic Online Reasoning Assessment - minor assessment
 - Unit 2b Citizenship & Civil Liberties Test - major assessment
 - Citizenship Test Project - major assessment

Interdisciplinary Connections

English Language Arts

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Mathematics

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.B.6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related
- S-ID.B.6a Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.C.9 Distinguish between correlation and causation
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art

Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

State Mandates and Resources

- [New Jersey Student Learning Standards](#)

- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)