

**Black Horse Pike Regional School District**  
**Highland, Timber Creek, Triton**  
**Social Studies Department**  
**Advanced Placement United States Government and Politics**

This course is for capable, self-motivated students who wish to stimulate their intellectual curiosity and who are considering taking the Advanced Placement Exam in US Government and Politics. The study of modern politics in the United States requires students to examine the kind of government established by the Constitution, paying particular attention to the government institutions, federalism, the separation of powers, and checks and balances. Students will explore why U.S. citizens hold certain beliefs about politics, and how families, schools, and the media act to perpetuate or change these beliefs. Understanding the ways in which political culture affects and informs political participation is also critical. For example, students will learn that individuals often engage in multiple forms of political participation, including voting, protest, and mass movements. Students will examine the significance of the historical evolution of the U.S. party system, the functions and structures of political parties, and the effects they have on the political process. An understanding of United States politics includes the study of the development of individual rights and liberties and their impact on citizens. Basic to this study is an analysis of the workings of the United States Supreme Court and familiarity with its most significant decisions.

### **Goals**

#### **Students successfully completing this course will:**

- Understand important facts, concepts, and theories pertaining to U.S. government and politics.
- Recognize typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures).
- Be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats).
- Be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

**To help students meet these goals, the course will cover the following “Big Ideas.” “Big Ideas” The big ideas described below are intended to illustrate distinctive features and processes in U.S. government and politics as well as how political scientists study political behavior.**

**I. Constitutionalism (CON):** The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance majority rule and minority rights.

**II. Liberty and Order (LOR):** Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.

**III. Civic Participation in a Representative Democracy (PRD):** Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policy making and assume citizens will engage and participate.

**IV. Competing Policy-Making Interests (PMI):** Multiple actors and institutions interact to produce and implement possible policies.

**V. Methods of Political Analysis (MPA):** Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

### **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.
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 HSPA.
9. Maintain an organized notebook or 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.
12. Develop proficiency in writing FRQ's and DBQ's.
13. Develop skills necessary for a successful completion of the AP US Government and Politics test.

Month(M.P.)	Unit	Topics(s)
September(MP1)	Unit 1: Foundations of American Democracy	The Political Landscape, The Constitution
October(MP1)	Unit 1: Foundations of American Democracy	The Constitution Cont., Federalism
November(MP1&2 )	Unit 2: Interactions Among Branches of Government	Congress, The Presidency
December(MP2)	Unit 2: Interactions Among Branches of Government	The Executive Branch and the Federal Bureaucracy, The Judiciary
January(MP2&3)	Unit 3: Civil Liberties and Civil Rights	Civil Liberties and Civil Rights
February(MP3)	Unit 4: American Political Ideologies and Beliefs	Public Opinion and Political Socialization, Domestic and Economic Policy
March(MP 3&4)	Unit 5: Political Participation	Political Parties, Voting and Elections, The Campaign Process
April(MP4)	Unit 5: Political Participation & A.P Review	The News Media, Interest Groups, Review
May(MP4)	A.P. Review	Review, Required Final Project
June(MP4)	A.P. Review	Required Final Project(Described Below)

### Required Final Project

Below you will find options for the project required by the College Board. The required project adds a civic component to the course, engaging students in exploring how they can affect, and are affected by, government and politics throughout their lives. The project might have students collect data on a teacher-approved political science topic, participate in a community service activity, or observe and report on the policymaking process of a governing body. Students should plan a presentation that relates their experiences or findings to what they are learning in the course.

- **OPTION 1: What if?**

**Description:** Identify a point of divergence in American Political history. Change that moment. From that critical moment consider both the immediate impact of the change and the long-term consequences on modern society. You will present your “revised history” in June through the creation of “new” primary sources and a multimedia project.

- **OPTION 2: Jaywalking**

**Description:** Over the course of this year you have become, relative to the general population, experts on United States Government and Politics. We have engaged in study that was thematically arranged in the following categories: (1) Foundations of American Democracy, (2) Interactions Among Branches of Government, (3) Civil Liberties and Civil Rights, (4) American Political Ideologies and Beliefs, and (5) Political Participation. In this

project you will interview member of the school population and ask them relatively simple questions from our topics of study this year. You will produce a best of video in the format of Jay Leno's "Jaywalking" sketches. Ultimately you will present your video and the results of a broader survey on Government knowledge in June.

- **OPTION 3: Interest Group Project**

**Description:** The power of the vote is not the only way citizens can influence the government. Protest, campaigning, correspondence, referendums, recalls, initiatives, are all examples we have explored throughout this AP US Government and Politics course. Interest Groups, however, can be one of the most effective methods of achieving change in Government, Policy, and/or Law. This project challenges you to create an Interest Group with aspirations of changing some aspect of society. Questions to consider: What is the mission of your organization. How will you promote your group? What strategies and tactics will you use to accomplish your mission? How will you attract members? How will the group be successful?

- **OPTION 4: Experiential Learning Project**

**Description:** This option is for students who are already actively engaged in the political process. The Experiential Learning Project is an opportunity to share your citizenship experience. Reflecting on your exposure to the Government and/or Politics and expanding on your understanding through extended research you will write a paper and present paper in June.

### **Materials Needed**

- Covered textbook
- Chromebook
- Headphones that plug into your Chromebook
- Daily planner/Student organizer
- Pen or pencil

### **Text Resources**

*Textbook: American Government, Roots and Reform: AP Edition.* O'Connor, Sabato, Yanus. Longman. 2011 Boston, Massachusetts.

*AP Government and Politics: 11th Edition.* Lader, Curt. Barron's, 2018. Northport, New York.

**Required Supplemental Resources** (The following documents have been designated as required by the College Board and therefore will be covered in depth over the course of the year. Note: Additional supplemental documents will be added to enhance understanding of these documents are their place in United States Government and Politics).

#### **Supreme Court Cases**

- Marbury v. Madison (US 1803)
- McCulloch v. Maryland (US 1819)
- Schenck v. United States (US 1919)
- Brown v. Board of Education (US 1954)
- Baker v. Carr (US 1961)
- Engel v. Vitale (US 1962)
- Gideon v. Wainwright (US 1963)
- Tinker v. Des Moines Independent Community School District (US 1969)
- New York Times Company v. United States (US 1971)
- Wisconsin v. Yoder (US 1972)
- Roe v. Wade (US 1973)
- Shaw v. Reno (US 1993)
- United States v. Lopez (US 1995)
- McDonald v. Chicago (US 2010)
- Citizens United v. Federal Election Commission (FEC) (US 2010)

#### **Other Required Documents**

- The Declaration of Independence
- The Articles of Confederation
- Federalist No. 10
- Brutus No. 1

- Federalist No. 51
- The Constitution of the United States
- Federalist No. 70
- Federalist No. 78
- “Letter from Birmingham Jail”

**Grading Scale**

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

- Major Assessments: 45% - Projects: 15%
- Minor Assessments: 25% - Homework/Classwork: 15%

# Black Horse Pike Regional School District Curriculum

"Where Inspiring Excellence is our Standard and Student Achievement is the Result"

## Course Name: AP US Government and Politics

### PART I: UNIT RATIONALE

#### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Unit 1 Title:</b> Foundations of American Democracy</p>	<p><b>Unit Summary:</b> The study of modern politics in the United States requires students to examine the kind of government established by the Constitution, paying particular attention to federalism, the separation of powers, and checks and balances. Understanding these developments involves both knowledge of the historical situation at the time of the Constitutional Convention and an awareness of the ideological and philosophical traditions on which the framers drew. Such understanding addresses specific concerns of the framers: for example, why did Madison fear factions? What were the reasons for the swift adoption of the Bill of Rights? Familiarity with the United States Supreme Court's interpretation of key provisions of the Constitution will aid student understanding of theoretical and practical features of federalism, separation of powers, and checks and balances. Students should be familiar with a variety of theoretical perspectives relating to the Constitution, such as democratic theory, theories of republican government, pluralism, and elitism.</p>
<p><b>Grade Level(s): 11, 12</b></p>	<p>Understanding these developments involves both knowledge of the historical situation at the time of the Constitutional Convention and an awareness of the ideological and philosophical traditions on which the framers drew. Such understanding addresses specific concerns of the framers: for example, why did Madison fear factions? What were the reasons for the swift adoption of the Bill of Rights? Familiarity with the United States Supreme Court's interpretation of key provisions of the Constitution will aid student understanding of theoretical and practical features of federalism, separation of powers, and checks and balances. Students should be familiar with a variety of theoretical perspectives relating to the Constitution, such as democratic theory, theories of republican government, pluralism, and elitism.</p>
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?</li> <li>● How have theory, debate, and compromise influenced the U.S. Constitutional system?</li> <li>● How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the U.S.?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <p><b>CONSTITUTIONAL FOUNDATIONS</b></p> <ul style="list-style-type: none"> <li>● Government by the people and for the people is the basis for a democratic society in the United States.</li> <li>● The US Constitution is the product of ideas and compromises that are still debated today.</li> <li>● The framers of the Constitution intended for a separation of governmental powers with checks and balances to keep one branch from becoming more powerful than the others.</li> </ul> <p><b>THE POLITICAL LANDSCAPE</b></p> <ul style="list-style-type: none"> <li>● Politics is the study of who gets what, where, when and how</li> <li>● There are many factors that determine who sets the policy agendas in government.</li> <li>● Citizens are empowered and encouraged to become involved in the decision making process through linkage institutions.</li> </ul> <p><b>FEDERALISM</b></p> <ul style="list-style-type: none"> <li>● <i>Federalism</i>: a political system in which power is divided and shared between the national/central government and the states</li> <li>● The Framers worked to create a political system that was halfway between the failed confederation of the Articles of Confederation and the tyrannical unitary system of Great Britain.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• They established a system known as federalism, though that word does not appear anywhere in the Constitution. Federalism is based on the sovereignty of the people who delegate power to both the central and state governments.</li><li>• The national government and the state governments were to have certain powers in common and their own sets of officials and each government was to be supreme in some spheres.</li><li>• The questions of state and federal sovereignty and power are still debated in the 21<sup>st</sup> century.</li></ul> |
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## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSL or Common Core Standards that are applicable (Please refer to Appendix A for Standards Key)

<u>Learning Target (LOR- Liberty and Order, CON- Constitutionalism, PMI- Competing Policy-Making Interests)</u>	<u>NJSLS:</u>
LOR-1.A: Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.	1. SOC.6.1.12.A.1.a
LOR-1.B: Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.	2. SOC.6.1.12.A.1.b
CON-1.A: Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.	3. SOC.6.1.12.C.1.a
CON-1.B: Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states.	4. SOC.6.1.12.CS2
CON-1.C: Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.	5. SOC.6.1.12.A.2.a
PMI-1.A: Explain the constitutional principles of separation of powers and checks and balances.	6. SOC.6.1.12.A.2.b
PMI-1.B: Explain the implications of separation of powers and checks and balances for the U.S. political system.	7. SOC.6.1.12.A.2.c
CON-2.A: Explain how societal needs affect the constitutional allocation of power between the national and state governments.	8. SOC.6.1.12.A.2.d
CON-2.B: Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.	9. SOC.6.1.12.A.2.e
CON-2.C: Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.	10. SOC.6.1.12.B.2.b
	11. SOC.6.1.12.D.2.b
	12. SOC.6.1.12.A.3.d
	13. SOC.6.1.12.A.3.g
	14. SOC.6.1.12.D.3.c
	15. SOC.6.2.12.C.6.c
	16. SOC.6.3.12.CS1
	17. SOC.6.3.12.CS4
	18. SOC.6.3.12.CS5
	<u>CCSS:</u>
	1. RH.11-12.1
	2. RH.11-12.2
	3. RH.11-12.3
	4. RH.11-12.4
	5. RH.11-12.5
	6. RH.11-12.6
	7. RH.11-12.9
	8. WHST.11-12.1a
	9. WHST.11-12.1b
	10. WHST.11-12.2a
	11. WHST.11-12.2b
	12. WHST.11-12.4
	13. WHST.11-12.6
	14. WHST.11-12.7
	15. WHST.11-12.8
	16. WHST.11-12.9
	17. WHST.11-12.10

## **Career and Readiness Standards**

See Appendix B for Career Ready Practices Key (Extended Descriptions)

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.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

## **New Jersey 21st Century Life and Careers Standards**

### **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION**

#### **CONTENT AREA: 21st CENTURY LIFE AND CAREERS**

#### **STRAND C: CAREER PREPARATION**

#### **NUMBER STANDARD STATEMENT**

**By the end of Grade 12, students will be able to:**

**9.2.12.C.3** Identify transferable career skills and design alternate career plans.

**9.2.12.C.4** Analyze how economic conditions and societal changes influence employment trends and future education.

**9.2.12.C.5** Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

## **Interdisciplinary Connections:**

**Language Arts Literacy:** FRQ writing, reading required primary source documents , reading the Constitution of the United States

**Technology:** Utilizing the AP US Government and Politics partnership with The Constitution Center in Philadelphia and the internet sources provide, Google Classroom, Government Websites, etc.

**Art:** Interpreting political cartoons and government programs aimed at fostering the arts

**Math:** analysis of charts and graphs related to government policy issues.

**Music:** Listening to campaign theme songs and advertisements

**Science:** Assessing the government’s role in regulating scientific research

**History:** Tracing historical developments and the impact of those changes on the American form of government.

## **Students will engage with the following text:**

American Government Continuity and Change, O’Connor/Sabato

Barron’s AP Review

**As well as the following Required Documents for Unit 1:**

Declaration of Independence

U.S. Constitution

Federalist No. 10

Brutus No. 1

Articles of Confederation

Federalist No. 51

Tenth Amendment

Fourteenth Amendments

McCulloch v. Maryland (US 1819)

United States v. Lopez (US 1995)

**Students will write:**

Notes on every chapter

FRQ's on subjects of the Constitution and Political Ideology

Position papers on important topics in AP United States Government and Politics

## PART III: TRANSFER OF KNOWLEDGE AND SKILLS

### DESCRIBE THE LEARNING EXPERIENCE.

#### How will students uncover content and build skills.

**Direct lecture:** all units will lecture either in class or in an online flipped classroom model.

**Direct instruction:** Analyzing primary sources and responding the Free Response Questions

**Notes:** Based on Chapter Readings and Lectures

**Analysis of Primary Sources:** Declaration of Independence, the U.S. Constitution, Federalist No. 10, Brutus No. 1, Articles of Confederation, Federalist No. 51, Tenth Amendment, Fourteenth Amendments, McCulloch v. Maryland (US 1819), United States v. Lopez (US 1995)

#### **Simulation:**

Mock Congress under the Articles of Confederation

Town Hall Debate to ratify the Constitution

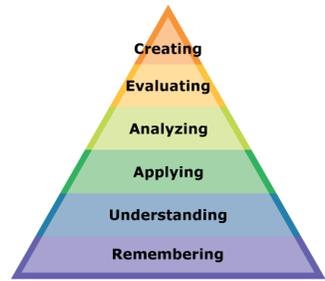
Political Ideology Quiz

#### **Small group cooperative learning activities**

**Graphic Organizer to help with analysis of the Constitution, its articles, and amendments.**

#### **Additional group activities and projects**

- Have the class read together *Federalist No. 51*. Discuss how Madison assumes that human nature is self-interested and uses that to determine the best structure for government: “Ambition must be made to counteract ambition.” Is Madison’s assumption correct?
- Assign students to be Federalists and Anti-Federalists and debate the need for a Bill of Rights.
- Divide the students into groups and have them analyze the purpose and importance of the *Federalist Papers* located on Google Classroom.
- Organize the students into two groups. Ask them to pretend they are Constitutional Convention delegates and have them debate the following issue: “Resolved: That the United States Constitution should contain a Bill of Rights.” Those opposing the inclusion of a Bill of Rights should read *The Federalist No. 84*;
- Using the Internet, newspapers, or newsmagazines, find examples of authoritarian, totalitarian, and democratic governments. Identify any patterns that this research reveals
- Have students explore the meaning of “conservative” and “liberal” by exploring the Web and identifying sites that are conservative and liberal in nature. Also have them look at extremely biased sites and discuss with them how many people subscribe to such views—is there a majority at either end of the ideological spectrum or are most of us in the middle? What do the results of this discussion mean particularly in regard to the media, elections, and other polarizing events?



## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.

### Formative Assessments:

**Homework:** Notes sections of the textbook, online lectures and completion of essential questions, key terms and concepts from each chapter (remembering, understanding, creating)

**Quizzes:** Key terms and concepts from each chapter (remembering, understanding)

**Writing Assignments:** FRQ's from this unit, create your own amendment, response to Founding Documents (remembering, understanding, applying, evaluating)

**Participation:** in discussions, debates, and simulations (understanding, analyzing, evaluating)

**Role Playing:** Congress under the Articles of Confederation (understanding, applying, analyzing, creating)

**Posters:** Amendments (understanding, creating)

**Power Points/Prezis/Google Slides:** Project presentations (applying, evaluating, creating)

**Panel Discussions:** What does it mean to be a good citizen? (applying, evaluation)

### Accommodations/Modifications:

Please reference Appendix C for accommodations and modifications in Unit 1.

### Summative Assessments:

**Chapter quizzes** (remembering, understanding)

**Unit tests** (remembering, applying, analyzing)

**Unit projects** (applying, analyzing, evaluating, creating)

**Evaluation of interactive discussion and debate** (analyzing, evaluating)

**Benchmarks on unit** (remembering, applying, analyzing)

### Accommodations/Modifications:

Please reference Appendix C for accommodations and modifications in Unit 1.

### Performance Assessments:

**Projects, presentations, final writing projects:** Create your own Amendment and why (applying, evaluating, creating)

**Panel discussion:** Federalism ( applying, analyzing, creating)

**Frequent research:** Research American's political ideology view over different times (applying, analyzing, evaluating)

**Powerpoint/Prezi/Google Slides:** Articles of the Constitution (understanding, applying, creating)

**Short research paper:** American's attitudes towards a new amendment (analyzing, evaluating, creating)

**Debate:** Town Hall Debate between the Federalists/Non – Federalist if they should adopt the Bill of Rights (analyzing, evaluating)

### Accommodations/Modifications:

Please reference Appendix C for accommodations and modifications in Unit 1.

June, 2019

## Black Horse Pike Regional School District Curriculum

"Where Inspiring Excellence is our Standard and Student Achievement is the Result"

### Course Name: AP US Government and Politics

#### PART I: UNIT RATIONALE

##### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> Interactions Among Branches of Government	<b>Unit Summary:</b> The Government Institutions: The Legislative Branch, The Executive Branch, The Bureaucracy, The Judiciary
<b>Grade Level(s): 11, 12</b>	The United States Constitution addresses the powers of the Legislative, Executive and Judicial Branches in Articles I, II and III. This unit will examine how the institutions of government are designed to function and will evaluate theoretical v. practical applications in our present government. Members of Congress serve dual roles. On the one hand, they are law and policy makers, and on the other, they represent the needs and best interests of their particular constituents. A president must not only be able to exercise constitutional powers but unwritten ones as well. The ability of a president to use the symbols of office and bring the nation together is often at least as important as the powers laid out in Article II. The members of the bureaucracy implement the laws and regulations created by Congress and the President. These bureaucrats provide essential services from issuing social security checks to inspecting passengers and luggage at airports and many other tasks. The Supreme Court and the federal court system have a number of powers and some significant limitations. And the courts continue to change today.
<b>Essential Question(s):</b>  <b>The Legislative Branch</b> <ul style="list-style-type: none"><li>• What does the US Constitution say about the legislative branch?</li><li>• What kinds of people make up Congress?</li><li>• How is Congress organized?</li><li>• What are the most significant powers of Congress?</li><li>• What factors that influence how members of Congress make decisions?</li><li>• What is the relationship between Congress, the</li></ul>	<b>Enduring Understanding(s):</b>  <b>The Legislative Branch</b> <ul style="list-style-type: none"><li>• The most important constitutional power of Congress is the power to make laws. This power is shared by the House and the Senate. In order to become a law, a bill must be passed by both the House and the Senate.</li><li>• The House and Senate operate differently as well. The House, being a much larger body, tends to be more formal and centralized and has stronger leadership.</li><li>• The House has 435 members, and all money bills must originate in the House. The Senate has 100 members and provides advice and consent on presidential appointments and treaties with a two-thirds vote.</li><li>• Most of the work of Congress takes place in committees. Committees are controlled by the majority party and often set the congressional agenda.</li><li>• The president actively courts members of Congress to vote his way and really can set the agenda for Congressional discussions.</li></ul>

President, and the courts?

### **The Executive Branch**

- What are the provisions for choosing and replacing presidents?
- What are the constitutional powers of the president?
- How has presidential power expanded over time?
- How important is public opinion in presidential decision making?
- How does the president make policy?

### **The Bureaucracy**

- How has the federal bureaucracy grown and developed throughout history?
- What is the structure of the modern bureaucracy?
- How does the bureaucracy make policy?
- How does the bureaucracy relate to congress, the president, interest groups and the public?

### **The Judiciary**

- What are the origins of the federal judiciary and judicial review?
- What are the main components of the American legal system?
- How is the federal court system organized?

### **The Executive Branch**

- A president must not only be able to exercise constitutional powers but unwritten ones as well.
- The president received certain enumerated powers in the Constitution.
- In the twentieth century, the presidency has become ever more powerful, beginning with FDR who served four terms during two huge national crises: the Great Depression and WWII.
- The president must persuade not only Congress but also public opinion. Presidential popularity has become very important particularly in the relations between the president and Congress.

### **The Bureaucracy**

- In addition to the President, the Executive Branch consists of a complex hierarchy of administrative organizations.
- Increasing citizen demand for services, led to the expansion of the federal bureaucracy.
- Most government employees are part of the civil service. That means they take a test and are hired, at least in part, based on their test scores
- Governments exist for the public good, not for profit.
- Understand what bureaucracies are, how they operate, who staffs them, and why they exist.
- Understanding of the historical roots of our bureaucracy.
- Consider whether the bureaucracy an unelected 'fourth branch' of government that is too large, too powerful, and too unaccountable?

### **The Judiciary**

- As with the rest of the Constitution, Article III was the result of compromise.
- Congress established "inferior courts" through the Judiciary Act of 1789. This Act established the federal judiciary in the same three-tiered structure we know today.

- How are federal judges selected?
- What is the Supreme Court's process for accepting, hearing, and deciding cases?
- What kinds of factors influence judicial decision making?
- What role does the Supreme Court play in the policy-making process?

- Judicial review is the power to decide if a law or other legal issue contravenes the Constitution, and overturn it. This power is not mentioned in the Constitution.
- There are two basic types of jurisdiction: original and appellate.
- The U.S. Supreme Court reviews cases from lower courts and acts as the final interpreter of the U.S. Constitution.
- The selection of judges is a very political process. Judges are nominated by the president and confirmed by the Senate. Often presidents solicit suggestions from members of the House of Representatives, Senators, their political party, and others.
- Judicial Restraint vs. Judicial Activism: the former advocates minimalist roles (strict construction) for the unelected court system, and the latter feels that judges should use the law to promote justice, equality, and personal liberty (judicial activism).
- Court decisions always refer to previous legal decisions—ours is a system of precedents and *stare decisis*. So it is often difficult to overturn a bad precedent, but it does happen.

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLs or Common Core Standards that are applicable (Please refer to Appendix A for Standards Key)

<u>Learning Target (LOR- Liberty and Order, CON- Constitutionalism, PMI- Competing Policy-Making Interests)</u>	
<p>CON-3.A: Describe the different structures, powers, and functions of each house of Congress.</p> <p>CON-3.B: Explain how the structure, powers, and functions of both houses of Congress affect the policy- making process.</p> <p>CON-3.C: Explain how congressional behavior is influenced by election processes, partisanship, and divided government.</p> <p>CON-4.A: Explain how the president can implement a policy agenda.</p> <p>CON-4.B: Explain how the president’s agenda can create tension and frequent confrontations with Congress.</p> <p>CON-4.C: Explain how presidents have interpreted and justified their use of formal and informal powers.</p> <p>CON-4.D: Explain how communication technology has changed the president’s relationship with the national constituency and the other branches.</p> <p>CON-5.A: Explain the principle of judicial review and how it checks the power of other institutions and state governments.</p> <p>CON-5.B: Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court’s power.</p> <p>CON-5.C: Explain how other branches in the government can limit the Supreme Court’s power.</p> <p>PMI-2.A: Explain how the bureaucracy carries out the responsibilities of the federal government.</p> <p>PMI-2.B: Explain how the federal bureaucracy uses delegated discretionary authority for rulemaking and implementation.</p> <p>PMI-2.C: Explain how Congress uses its oversight power in its relationship with the executive branch.</p> <p>PMI-2.D: Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.</p> <p>PMI-2.E: Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts</p>	<p><b>NJSLS:</b></p> <ol style="list-style-type: none"> <li>1. SOC.6.1.12.A.1.a</li> <li>2. SOC.6.1.12.A.1.b</li> <li>3. SOC.6.1.12.CS2</li> <li>4. SOC.6.1.12.A.2.a</li> <li>5. SOC.6.1.12.A.2.b</li> <li>6. SOC.6.1.12.A.2.c</li> <li>7. SOC.6.1.12.A.2.d</li> <li>8. SOC.6.1.12.A.2.e</li> <li>9. SOC.6.1.12.B.2.b</li> <li>10. SOC.6.1.12.D.2.b</li> <li>11. SOC.6.1.12.CS3</li> <li>12. SOC.6.1.12.A.3.d</li> <li>13. SOC.6.1.12.A.3.g</li> <li>14. SOC.6.1.12.D.3.c</li> <li>15. SOC.6.2.12.C.6.c</li> <li>16. SOC.6.3.12.CS1</li> <li>17. SOC.6.3.12.CS4</li> <li>18. SOC.6.3.12.CS5</li> </ol> <p><b>CCSS:</b></p> <ol style="list-style-type: none"> <li>1. RH.11-12.1</li> <li>2. RH.11-12.2</li> <li>3. RH.11-12.3</li> <li>4. RH.11-12.4</li> <li>5. RH.11-12.5</li> <li>6. RH.11-12.6</li> <li>7. RH.11-12.9</li> <li>8. WHST.11-12.1a</li> <li>9. WHST.11-12.1b</li> <li>10. WHST.11-12.1e</li> <li>11. WHST.11-12.2a</li> <li>12. WHST.11-12.2b</li> <li>13. WHST.11-12.2d</li> <li>14. WHST.11-12.4</li> <li>15. WHST.11-12.6</li> <li>16. WHST.11-12.7</li> <li>17. WHST.11-12.8</li> <li>18. WHST.11-12.9</li> <li>19. WHST.11-12.10</li> </ol>

### Career and Readiness Standards

See Appendix B for Career Ready Practices Key (Extended Descriptions)

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.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

### **New Jersey 21st Century Life and Careers Standards**

#### **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION**

##### **CONTENT AREA: 21st CENTURY LIFE AND CAREERS**

##### **STRAND C: CAREER PREPARATION**

##### **NUMBER STANDARD STATEMENT**

**By the end of Grade 12, students will be able to:**

**9.2.12.C.1** Review career goals and determine steps necessary for attainment.

**9.2.12.C.2** Modify Personalized Student Learning Plans to support declared career goals.

**9.2.12.C.3** Identify transferable career skills and design alternate career plans.

**9.2.12.C.5** Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

**9.2.12.C.8** Assess the impact of litigation and court decisions on employment laws and practices.

### **Inter-Disciplinary Connections:**

**Language Arts Literacy:** FRQ writing, reading primary source documents , reading the articles of the Constitution, current event articles

**Technology:** Exploring Internet based government sources including CSPAN

**Art:** creating and interpreting political cartoons,

**Math:** analysis of Congress' budget

**History:** Evaluating how the different branches of government has changed with the historical changes ie: the New Deal. Rating the last 10 presidents against the constitutional role of the Presidency.

### **Students will engage with the following text:**

American Government Continuity and Change, O'Connor/Sabato

Baron's AP Review Book

Constitution of the United States of America

**As well as the following Required Documents for Unit 2:**

Baker v. Carr (US 1961)

Shaw v. Reno (US 1993)

Federalist no. 70

22nd Amendment

Article III of the Constitution

Federalist 78

Marbury v. Madison (1803)

### **Students will write:**

Notes on every chapter

FRQ's on subjects of The Interactions Among the Branches of Government

Mock Congress legislation

Position papers on important topics in AP United States Government and Politics

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

## DESCRIBE THE LEARNING EXPERIENCE.

### How will students uncover content and build skills.

**Direct lecture:** all units will include lecture to prepare students for college atmosphere

**Direct instruction:** Analyzing primary sources and responding the Free Response Questions

**Notes:** Based on Chapter Readings and Lectures

**Socratic Seminar:** Assessing checks and balances

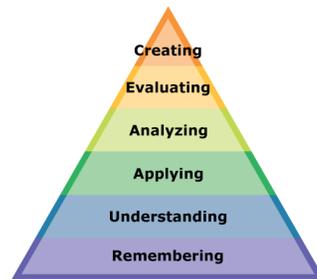
#### **Analysis of Primary Sources**

Baker v. Carr (US 1961), Shaw v. Reno (US 1993), Federalist no. 70, 22nd Amendment, Article III of the Constitution  
Federalist 78, Marbury v. Madison (1803)

#### **Additional activities and projects**

- Have students use the Web to do some research on public opinion and voting behavior, analyze the media coverage of Congress, think about what members of Congress do, and why many people dislike Congress but support their own representative.
- Prepare a brief evaluation of your own member of the U.S. House of Representatives. How often does he or she visit the home district? What committees does your legislator serve on? How accessible is your legislator? Are you aware of your representative's policy positions? If not, is it because your congressperson has not taken clear stands, or is it due to your own lack of awareness?
- Go online and search for a map of your state with the congressional districts shown. Do you see any "gerrymanders" in your state?
- Have students write a paper addressing the types, functions, and importance of committees in the House and Senate of the U.S. Be sure they compare and contrast the two
- Have students simulate a portion of the Constitutional Convention to rewrite Article II. They should discuss what specific powers of the president should be enumerated in the Constitution.
- Identify two of the major issues about the role of the executive that were discussed at the convention. Present arguments on various sides of each issue.
- Divide your class into several small groups. Have each group identify an agency of the federal government that is located in your community and arrange to interview an employee of that agency. Students should review the functions and purposes of the agency and should be prepared with questions to ask before they appear for the interview.
- Identify the class as a small agency, describing its role or service, clientele, number of employees, and budget. Select an agency head from the class and have that student lead the class through development of a budget for next year. Observations about the process will aid students' understanding, even on such a small (make-believe) basis, of the problems associated with budget cutting and job security in the bureaucracy.
- Identify agencies, congressional committees, and interest groups involved in an issue of concern to students. Have students represent those actors in committee hearings and other meetings that might occur in attempts to exchange influence.
- Have students write a paper on the following subject: You are the president of the United States. A vacancy has just occurred on the Supreme Court, and you must fill it.
  - What criteria will you use in searching for an appointee?
  - Whom will you consult?
  - What role should the following groups have in the appointment process: the American Bar Association, the FBI, the U.S. Senate, your own party?

## PART IV: EVIDENCE OF LEARNING



**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

**IDENTIFY BLOOM'S LEVELS.**

**Formative Assessments:**

**Homework:** Notes on sections of the textbook, completion of essential questions, key terms from each chapter (remembering, understanding, creating)

**Quizzes:** Key Terms from each chapter (remembering, understanding)

**Writing assignments:** FRQ's from this unit, Opinions of the Court, Legislation (remembering, understanding, applying, evaluating)

**Participation :**in discussions, debates, and Socratic Seminars (understanding, analyzing, evaluating)

**Role Playing:** Mock Congress, Fantasy Congress (understanding, applying, analyzing, creating)

**Posters:** Checks and Balances (understanding, creating)

**PowerPoints'/ Prezi's/ Google Slides** (applying, evaluating, creating)

**Accommodations/Modifications:**

**Please reference Appendix C for accommodations and modifications in Unit 1.**

**Summative Assessments:**

**Chapter quizzes** (remembering, understanding)

**Unit tests** (remembering, applying, analyzing)

**Unit projects** (applying, analyzing, evaluating, creating)

**Evaluation of interactive discussion and debate** (analyzing, evaluating)

**Benchmarks on unit** (remembering, applying, analyzing)

**Accommodations/Modifications:**

**Please reference Appendix C for accommodations and modifications in Unit 1.**

**Performance Assessments:**

**Mock Congress:** Students will write their own legislation, present it to committees. If the committee deemed it appropriate, they will present it to the "Congress" and the class will debate and vote. (applying, evaluating, creating)

**Power point/Prezi/ Google Slides:** What does different Agencies actually do (understanding, applying, creating)

**Short research paper:** History of Federal Agencies (analyzing, evaluating, creating)

**Debate:** Current Legislation in Congress (analyzing, evaluating)

**Accommodations/Modifications:**

**Please reference Appendix C for accommodations and modifications in Unit 1.**

June, 2019

## Black Horse Pike Regional School District Curriculum

"Where Inspiring Excellence is our Standard and Student Achievement is the Result"

**Course Name: AP US Government and Politics**

**Course Number: 025800**

### **PART I: UNIT RATIONALE**

#### **WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?**

<b>Course/Unit Title:</b> Civil Liberties and Civil Rights	<b>Unit Summary:</b>
<b>Grade Level(s): 11, 12</b>	<p>Civil liberties are the personal rights and freedoms that the federal government cannot abridge, either by law, constitution, or judicial interpretation. Thus, they place limitations on the power of government to restrain or dictate how individuals act. In most cases of civil liberties, the issues are complex. There is often a conflict between individuals or groups attempting to exercise rights and government seeking to control the exercise of some rights in the interests of the rights of others and to keep order. The courts decide how to balance these differing interests.</p> <p>The term "civil rights" refers to the positive acts governments take to protect individuals against arbitrary or discriminatory treatment by government or individuals. Since the Constitution was written, the conception of civil rights has changed dramatically. The addition of the 14th Amendment after the Civil War made equality a constitutional right by specifying that the states could not "deny any person within its jurisdiction equal protection of the laws." This amendment has generated more litigation than any other constitutional provision. Those seeking equality have used the Constitution and litigation strategies as well as other methods of attaining their goal such as protest, lobbying, civil disobedience, and appeals to public opinion.</p> <p>The Civil Rights Act of 1964 and the Voting Rights Act of 1965 were seminal pieces of legislation in the fight for equal rights. The government officials charged with enforcing these laws are housed in the Civil Rights Division of the Department of Justice</p>
<b>Essential Question(s):</b> <b>CIVIL LIBERTIES</b> <ul style="list-style-type: none"><li>● Where did the idea of civil liberties originate?</li><li>● In what ways does the Bill of Rights guarantee liberty?</li><li>● What are the limitations of liberty and how are these limitations interpreted?</li><li>● What is the extent of our right to privacy?</li></ul> <b>CIVIL RIGHTS</b>	<b>Enduring Understanding(s):</b> <b>CIVIL LIBERTIES</b> <ul style="list-style-type: none"><li>● Liberty is guaranteed by the US Constitution, the Bill of Rights and other constitutional amendments</li><li>● The First Amendment guarantees freedom of speech, religion, press, assembly and petition</li><li>● The courts have established limitations on freedom of speech, press, assembly, and petition</li><li>● Criminal defendants are guaranteed certain liberties found in the Bill of Rights</li><li>● The right to privacy is subject to certain governmental limitations.</li><li>● Security issues such as terrorism have affected civil liberties in America.</li></ul>

- How does the federal government protect the rights of individuals?
- What kinds of inequalities have impacted African Americans, women and other minorities?
- How has the federal government responded to challenges of equal protection and due process as guaranteed by the fourteenth amendment?
- How has the Supreme Court taken an activist role in the protection of civil rights?
- What current issues exist regarding equality in America?

#### **CIVIL RIGHTS**

- There is a long history of struggle for African Americans and women to win the right to vote and achieve equality in America.
- Many groups of Americans are still struggling for equality.
- The civil rights movement has inspired other organized efforts to bring about government protection of due process and equality.
- Laws and court decisions have often led to conflict in how the government enforces civil rights.
- Many groups of Americans have mobilized in pursuit of their own civil rights
- There is an ongoing debate concerning civil rights and affirmative action

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable (Please refer to Appendix A for Standards Key)

<p><b><u>Learning Target (LOR- Liberty and Order, CON- Constitutionalism, PMI- Competing Policy-Making Interests)</u></b></p> <p>LOR-2.A: Explain how the U.S. Constitution protects individual liberties and rights.</p> <p>LOR-2.B: Describe the rights protected in the Bill of Rights.</p> <p>LOR-2.C: Explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.</p> <p>LOR-2.D: Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.</p> <p>LOR-3.A: Explain the implications of the doctrine of selective incorporation.</p> <p>LOR-3.B: Explain the extent to which states are limited by the due process clause from infringing upon individual rights.</p> <p>PRD-1.A: Explain how constitutional provisions have supported and motivated social movements.</p> <p>PMI-3.A: Explain how the government has responded to social movements.</p> <p>CON-6.A: Explain how the Supreme Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.</p>	<p><b><u>NJSLS:</u></b></p> <ol style="list-style-type: none"><li>1. SOC.6.1.12.A.1.b</li><li>2. SOC.6.1.12.A.2.a</li><li>3. SOC.6.1.12.D.2.b</li><li>4. SOC.6.1.12.D.2.d</li><li>5. SOC.6.1.12.D.2.e</li><li>6. SOC.6.1.12.A.3.i</li><li>7. SOC.6.1.12.A.4.b</li><li>8. SOC.6.1.12.A.4.c</li><li>9. SOC.6.1.12.D.4.c</li><li>10. SOC.6.1.12.D.4.d</li><li>11. SOC.6.1.12.A.5.b</li><li>12. SOC.6.1.12.A.6.b</li><li>13. SOC.6.1.12.A.6.c</li><li>14. SOC.6.1.12.D.6.c</li><li>15. SOC.6.1.12.A.7.b</li><li>16. SOC.6.1.12.A.8.c</li><li>17. SOC.6.1.12.A.11.c</li><li>18. SOC.6.1.12.D.12.b</li><li>19. SOC.6.1.12.A.13.a</li><li>20. SOC.6.1.12.A.13.b</li><li>21. SOC.6.1.12.C.13.a</li><li>22. SOC.6.1.12.D.13.a</li><li>23. SOC.6.1.12.D.13.b</li><li>24. SOC.6.1.12.D.13.c</li><li>25. SOC.6.1.12.A.14.b</li><li>26. SOC.6.1.12.A.14.c</li><li>27. SOC.6.1.12.A.14.h</li><li>28. SOC.6.1.12.B.14.d</li><li>29. SOC.6.1.12.D.14.d</li><li>30. SOC.6.1.12.D.14.e</li><li>31. SOC.6.1.12.A.16.b</li><li>32. SOC.6.3.12.CS2</li><li>33. SOC.6.3.12.CS3</li><li>34. SOC.6.3.12.CS4</li><li>35. SOC.6.3.12.CS5</li><li>36. SOC.6.3.12.D.1</li></ol> <p><b><u>CCSS:</u></b></p> <ol style="list-style-type: none"><li>1. RH.11-12.1</li><li>2. RH.11-12.2</li><li>3. RH.11-12.6</li></ol>
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4. RH.11-12.7
5. RH.11-12.8
6. RH.11-12.9
7. WHST.11-12.1a
8. WHST.11-12.1b
9. WHST.11-12.2a
10. WHST.11-12.2b
11. WHST.11-12.6
12. WHST.11-12.9
13. WHST.11-12.10

### **Career and Readiness Standards**

See Appendix B for Career Ready Practices Key (Extended Descriptions)

- 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.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **New Jersey 21st Century Life and Careers Standards**

#### **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION**

**CONTENT AREA: 21st CENTURY LIFE AND CAREERS**

**STRAND C: CAREER PREPARATION**

**NUMBER STANDARD STATEMENT**

**By the end of Grade 12, students will be able to:**

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

### **Interdisciplinary Connections:**

**Language Arts Literacy:** FRQ writing, reading required primary source documents , reading the Constitution of the United States

**Technology:** Utilizing the AP US Government and Politics partnership with The Constitution Center in Philadelphia and the internet sources provide, Google Classroom, Government Websites, etc.

**Art:** Interpreting political cartoons and government programs aimed at fostering the arts

**Math:** analysis of charts and graphs related to civil rights and civil liberties.

**Music:** Listening and analyzing the lyrics of protest marches and civil right music

**Sociology:** Assessing the government's role changing the American norms with regard to civil liberty or civil rights.

**History:** Tracing historical developments and the impact of those changes on the American form of government.

**Students will engage with the following text:**

American Government Continuity and Change, O'Connor/Sabato

Barrons AP Review

**As well as the following Required Documents for Unit 3:**

U.S. Constitution

Bill of Rights

First Amendment

Engel v. Vitale (US 1962)

Wisconsin v. Yoder (US 1972)

Tinker v. Des Moines Independent Community School District (US 1969)

Schenck v. United States (US 1919)

New York Times Co. v. United States (US 1971)

Second Amendment

Eighth Amendment

Fourth Amendment

McDonald v. Chicago (US 2010)

Fourteenth Amendment

Fifth Amendment

Sixth Amendment

Gideon v. Wainwright (US 1963)

Roe v. Wade (US 1973)

"Letter from a Birmingham Jail"

Brown v. Board of Education (US 1954)

**Students will write:**

Notes on every chapter

FRQ's on subjects of the Civil Rights and Civil Liberties

Case Briefs summarizing key Supreme Court Cases

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills.**

**Direct lecture:** all units will lecture either in class or in an online flipped classroom model.

**Direct instruction:** Analyzing primary sources and responding the Free Response Questions

**Notes:** Based on Chapter Readings and Lectures

**Analysis of Primary Sources:** First Amendment, Engel v. Vitale (US 1962), Wisconsin v. Yoder (US 1972), Tinker v. Des Moines Independent Community School District (US 1969), Schenck v. United States (US 1919), New York Times Co. v. United States (US 1971), Second Amendment, Eighth Amendment, Fourth Amendment, McDonald v. Chicago (US 2010), Fourteenth Amendment, Fifth Amendment, Sixth Amendment, Gideon v. Wainwright (US 1963), Roe v. Wade (US 1973), “Letter from a Birmingham Jail”, Brown v. Board of Education (US 1954)

#### **Simulation**

Mock trial on current civil liberty/rights cases

#### **Small group cooperative learning**

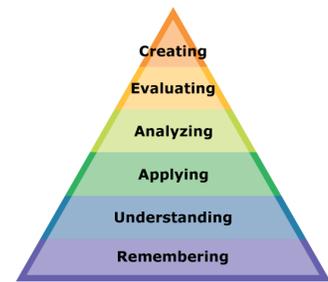
Graphic Organizer to help remember court cases

#### **Additional activities and projects**

- **Supreme Court role play.** Choose a Supreme Court case as the basis for an in-depth study of a civil liberties issue.
- Debate whether or not the “Full Faith and Credit Clause” requires states to recognize lawful gay marriages from other states.
- Have students work in groups to develop several hypothetical conflicts between individual rights and government interests. Explain that such government interests may involve issues of national security, economic interests, or social cohesion. How would they resolve these conflicts?
- Stage a debate about a civil liberties issue that is currently in front of the Court. Students should research the docket on the Web and be prepared to discuss the issue fully.
- Create an editorial cartoon that reflects your thinking about any of the amendments and rights addressed in this chapter
- Have students do a clipping file of current or recent events involving violations of civil rights and the expansion of government. Ask them to write an essay identifying the violations and to describe how government has expanded as a result of efforts to provide protections.
- Create a list that highlights the pros and cons of affirmative action. How does society benefit from remedial programs such as affirmative action? Does affirmative action serve its intended purpose, or is the divisiveness, which it often conjures, self-defeating?

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### **Formative Assessments:**

**Homework:** Notes sections of the textbook, online lectures and completion of essential questions, key terms and concepts from each chapter (remembering, understanding, creating)  
**Quizzes:** Key terms and concepts from each chapter (remembering, understanding)  
**Writing assignments:** FRQ from this unit, Opinions of the Court (remembering, understanding, applying, evaluating)  
**Participation:** In discussions, debates, and Socratic Seminars (understanding, analyzing, evaluating)  
**Role Playing:** Mock Trial (understanding, applying, analyzing, creating)  
**Posters:** Laws for civil rights (understanding, creating)  
**Power Points/Prezis/Google Slides:** Project presentations (applying, evaluating, creating)  
**Panel Discussions:** Are all rights created equal? (applying, evaluation)

### **Accommodations/Modifications:**

Please reference Appendix C for accommodations and modifications in Unit 3.

### **Summative Assessments:**

**Chapter quizzes** (remembering, understanding)  
**Unit tests** (remembering, applying, analyzing)  
**Unit projects** (applying, analyzing, evaluating, creating)  
**Evaluation of interactive discussion and debate:** Did the civil rights movement work (analyzing, evaluating)  
**Benchmarks on unit** (remembering, applying, analyzing)

### **Accommodations/Modifications:**

Please reference Appendix C for accommodations and modifications in Unit 3.

### **Performance Assessments:**

**Projects, presentations, final writing projects:** Research a historical court cases and write your own majority opinion or minority dissent (applying, evaluating, creating)  
**Panel discussion:** Did Affirmative Action work and is it still needed? (applying, analyzing, creating)  
**Frequent research (computer/reference book labs):** Frequent research on current events that apply to Civil Liberties (applying, analyzing, evaluating)  
**Powerpoint/Prezi/Google Slides:** Create a Presentation on any of the Civil Rights or Liberties case currently before the court. (understanding, applying, creating)  
**Short research paper:** What civil rights violations are currently occurring in America? (analyzing, evaluating, creating)  
**Debate:** A controversial case currently before the Supreme Court of the United States. (analyzing, evaluating)

### **Accommodations/Modifications:**

Please reference Appendix C for accommodations and modifications in Unit 3.

June, 2019

## Black Horse Pike Regional School District Curriculum

"Where Inspiring Excellence is our Standard and Student Achievement is the Result"

### Course Name: AP US Government and Politics

#### PART I: UNIT RATIONALE

##### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Title:</b> Unit 4: American Political Ideologies and Beliefs	<b>Grade Level(s):</b> 11, 12
<b>Unit Summary:</b> This unit will focus the America Political Ideologies and Beliefs. American political ideology has transformed over time and plays a major role in the social and economic policies that Americans support, advocate for and adopt. These ideological beliefs are shaped by founding ideals, core values, linkage institutions (i.e., elections, political parties, interest groups, and the media in all its forms), and the changing demographics of citizens. Where individuals fall on the every changing political spectrum influence how the government regulates, legislates, and adjudicates.	
<b>Essential Question(s):</b> <ul style="list-style-type: none"><li>● How do differing interpretations of core values affect the relationship between citizens and the federal government and that citizens have with each other?</li><li>● How do Family, schools, peers, media, and social environments (including civic and religious organizations) contribute to the development of an individual's political attitudes and values through the process of political socialization.</li><li>● What has been the impact of globalization on U.S. political culture and on the values of other countries?</li><li>● How do the generational and life cycle impact the political socialization that influences an individual's political attitudes?</li><li>● What is the impact of major political events on the development of individual political attitudes?</li><li>● What are the different types and methods used by political scientists when conducting public opinion polling?</li><li>● How do polls impact elections and policy debates?</li><li>● How are the two major American political parties aligned ideologically?</li><li>● What has been the impact of diversity on the development of public policies over time?</li><li>● Why is the challenge of balancing individual liberty and stability been such a challenge of the U.S. Government?</li><li>● What are the practical differences between liberal and conservative ideologies?</li></ul>	<b>Enduring Understanding(s):</b> <ul style="list-style-type: none"><li>● Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.</li><li>● Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.</li><li>● Widely held political ideologies shape policy debates and choices in American policies.</li></ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<p><b><u>Learning Target (LOR- Liberty and Order, CON- Constitutionalism, PMI- Competing Policy-Making Interests)</u></b></p> <ul style="list-style-type: none"><li>● MPA-1.A: Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.</li><li>● MPA-1.B: Explain how cultural factors influence political attitudes and socialization.</li><li>● MPA-2.A: Describe the elements of a scientific poll.</li><li>● MPA-2.B: Explain the quality and credibility of claims based on public opinion data.</li><li>● PMI-4.A: Explain how the ideologies of the two major parties shape policy debates.</li><li>● PMI-4.B: Explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.</li><li>● PMI-4.C: Describe different political ideologies regarding the role of government in regulating the marketplace.</li><li>● PMI-4.D: Explain how political ideologies vary on the government's role in regulating the marketplace.</li><li>● PMI-4.E: Explain how political ideologies vary on the role of the government in addressing social issues.</li><li>● PMI-4.F: Explain how different ideologies impact policy on social issues.</li></ul>	<p><b><u>NJSLS:</u></b></p> <ol style="list-style-type: none"><li>1. SOC.6.1.12.A.14.c</li><li>2. SOC.6.1.12.A.14.d</li><li>3. SOC.6.1.12.A.14.f</li><li>4. SOC.6.1.12.A.14.h</li><li>5. SOC.6.1.12.C.14.a</li><li>6. SOC.6.1.12.C.14.b</li><li>7. SOC.6.1.12.C.14.c</li><li>8. SOC.6.1.12.D.14.d</li><li>9. SOC.6.1.12.D.14.e</li><li>10. SOC.6.1.12.D.15.d</li><li>11. SOC.6.1.12.A.16.b</li><li>12. SOC.6.1.12.C.16.a</li><li>13. SOC.6.2.12.B.5.c</li><li>14. SOC.6.2.12.D.5.c</li><li>15. SOC.6.2.12.C.6.c</li><li>16. SOC.6.3.12.CS1</li><li>17. SOC.6.3.12.CS4</li><li>18. SOC.6.3.12.CS5</li><li>19. SOC.6.3.12.D.1</li></ol> <p><b><u>CCSS:</u></b></p> <ol style="list-style-type: none"><li>1. RH.11-12.1</li><li>2. RH.11-12.2</li><li>3. RH.11-12.3</li><li>4. RH.11-12.6</li><li>5. WHST.11-12.1a</li><li>6. WHST.11-12.1b</li><li>7. WHST.11-12.2a</li><li>8. WHST.11-12.2b</li><li>9. WHST.11-12.4</li><li>10. WHST.11-12.6</li><li>11. WHST.11-12.7</li><li>12. WHST.11-12.9</li><li>13. WHST.11-12.10</li></ol>
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### **Career and Readiness Standards**

See Appendix B for Career Ready Practices Key (Extended Descriptions)

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.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## **New Jersey 21st Century Life and Careers Standards**

### **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION**

#### **CONTENT AREA: 21st CENTURY LIFE AND CAREERS**

#### **STRAND C: CAREER PREPARATION**

#### **NUMBER STANDARD STATEMENT**

#### **By the end of Grade 12, students will be able to:**

- 9.2.12.C.4** Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.7** Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8** Assess the impact of litigation and court decisions on employment laws and practices.

### **Interdisciplinary Connections:**

**Language Arts Literacy:** FRQ writing, primary source documents

**Technology:** Utilizing the AP US Government and Politics partnership with The Constitution Center in Philadelphia and the internet sources provide, Google Classroom, Government Websites, etc.

**Math:** Evaluate public polling data to identify trends, create charts, and assess the validity of the data.

**Music:** Listen to music that reflects the ideological differences in political beliefs.

**Science:** Follow the scientific method when creating public opinion polls.

**History:** Evaluate how political ideologies and affiliations have changed over time.

### **Students will engage with the following text:**

American Government Continuity and Change, O'Connor/Sabato

Baron's AP Review

Constitution of the United States of America

#### **As well as the following Optional Documents for Unit 4:**

Alexis de Tocqueville's, "The Origin of the Anglo-Americans" and "Social Condition of the Anglo-Americans," Chapters 2 and 3 of Democracy in America (1835)

Suzanne Mettler's Confronting the Submerged State (2011)

George Will's Statecraft as Soulcraft: What Government Does (1983)

Robert Putnam's "Bowling Alone: America's Declining Social Capital," Journal of Democracy (1995)

Participating in Scouts or serving on a school board

Thomas Friedman's The World Is Flat 3.0 (2007) or Joseph Stiglitz's Making Globalization Work (2006)

Matt Barreto and Gary Segura's Latino America: How America's Most Dynamic Population Is Poised to Transform the Politics of the Nation (2014)

Cathy J. Cohen's Democracy Remixed: Black Youth and the Future of American Politics (2010)

Seymour Martin Lipset's "Ideology, Politics, and Deviance," Chapter 1 of American Exceptionalism: A Double-Edged Sword (1996)

**Students will write:**

Notes of chapters

Free Response Questions

Personal Ideological Profiles based on the results of an ideology survey

## PART III: TRANSFER OF KNOWLEDGE AND SKILLS

### DESCRIBE THE LEARNING EXPERIENCE.

#### How will students uncover content and build skills.

**Direct lecture:** all units will lecture either in class or in an online flipped classroom model.

**Direct instruction:** Analyzing primary sources and responding the Free Response Questions

**Notes:** Based on Chapter Readings and Lectures

#### **Simulation:**

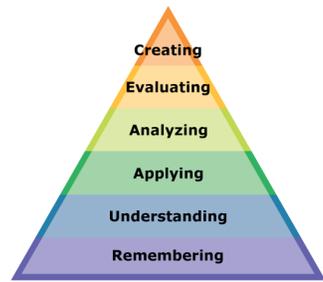
Conduct a public opinion poll within the school.

Take online public opinion polls.

#### **Small group cooperative learning activities**

#### **ADDITIONAL ACTIVITIES AND PROJECTS (Suggested by the College Board):**

- **Close Read:** Have students read an excerpt from a secondary political source, such as a news article or a book by a political theorist, that is related to political socialization. Ideas can be found in the optional readings on the topic pages. Have students identify the writer's argument and the evidence used to support that argument, and relate the argument to a political behavior.
- **Discussion Group:** Assign students to groups to discuss the learning objective from this topic—*Explain how cultural factors influence political attitudes and socialization*—with a view to help them develop new understandings by hearing the views of their classmates. After discussion, ask the groups to present their conclusions on the factors and whether or not their group reached a consensus.
- **Create Representation:** Give groups of students data from a few current public opinion polls and ask the groups to create a visual representation of the data. Let students decide the best type of visual (graph, table, etc.) to use and make sure they correctly label the visual. To ensure understanding, have groups trade with each other and review the graphs.
- **Guided Discussion:** This topic offers a lot of fodder for discussion about how political actors use polling data. You can use brainstorming and quickwrite as strategies during a guided discussion in which you help students understand fiscal policy polling data and how the data may affect political behavior.



## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.

### Formative Assessments:

**Homework:** Cornell Note sections of the textbook, Vocabulary from each chapter (remembering, understanding, creating)

**Quizzes:** Key Terms and Concepts from each chapter (remembering, understanding)

**Writing Assignments:** FRQ's from this unit, Personal Ideological Profiles (remembering, understanding, applying, evaluating)

**Participation:** in discussions and debates (understanding, analyzing, evaluating)

**Role Playing:** Conducting Public Opinion Polls (understanding, applying, analyzing, creating)

**Power Points/Prezis/Google Slides:** Presenting data collected in Public Opinion Polls (applying, evaluating, creating)

**Guided Discussions and Discussion Groups:** See descriptions in Part III (applying, evaluation)

### Accommodations/Modifications:

Please reference Appendix C for accommodations and modifications in Unit 4.

### Summative Assessments:

**Chapter quizzes** (remembering, understanding)

**Unit tests** (remembering, applying, analyzing)

**Unit projects** (applying, analyzing, evaluating, creating)

**Evaluation of interactive discussion and debate** (analyzing, evaluating)

**Benchmarks on unit** (remembering, applying, analyzing)

### Accommodations/Modifications:

Please reference Appendix C for accommodations and modifications in Unit 4.

### Performance Assessments:

**Projects, presentations, writing projects:** Public Opinion Polls, Political Ideology Profile, (applying, evaluating, creating)

**Guided Discussions and Discussion Groups:** See descriptions in Part III (applying, evaluation, creating)

**Frequent research (computer/reference books):** Polling data research (applying, analyzing, evaluating)

**Power Points/Prezis/Google Slides:** Presenting data collected in Public Opinion Polls (applying, evaluating, creating)

**Short research paper:** Changes in party ideology over time (analyzing, evaluating, creating)

**Debate:** Where the US money should go? (analyzing, evaluating)

### Accommodations/Modifications:

Please reference Appendix C for accommodations and modifications in Unit 4.

June, 2019

## Black Horse Pike Regional School District Curriculum

"Where Inspiring Excellence is our Standard and Student Achievement is the Result"

### Course Name: AP US Government and Politics

#### PART I: UNIT RATIONALE

#### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> UNIT 5 Political Participation	<b>Unit Summary:</b> In the modern United States, four types of groups, known as "LINKAGE" INSTITUTIONS, play a vital role in connecting citizens to the government. They are not officially a part of the government, but without them, a democracy would be very difficult to maintain. <b>Political Parties</b> - At the most basic level, a political party is a group of office holders, candidates, activists, and voters who identify with a group label and seek to elect to public office individuals who run under that label. <b>Campaigns and Elections</b> - Elections serve to make governments legitimate, filling public offices and organizing governments. Elections allow people with different views and policy agendas to come to power. Elections also ensure that a government remains accountable to the people. <b>The Media</b> - The media are the wide array of organizations through which information is collected and disseminated to the public including print, movies, television, radio, and the Internet. <b>Interest Groups</b> - Interest groups are a way for citizens to access the government through organization, activism and "strength in numbers". There are large national interest groups, such as AARP as well as small community organizations that seek to influence the policy decisions made by elected officials.
<b>Grade Level(s):</b> 11, 12	
<b>Essential Question(s):</b> <b>POLITICAL PARTIES</b> <ul style="list-style-type: none"><li>• How did American politics become a two party system?</li><li>• What are the party structures on the national, state and local levels?</li><li>• In what ways do political parties involve citizens and voters?</li><li>• How do people acquire their political ideologies?</li><li>• What roles do third and minor parties play in American politics?</li></ul>	<b>Enduring Understanding(s):</b> <b>POLITICAL PARTIES</b> <ul style="list-style-type: none"><li>• Our system contains two major parties: the Democratic Party and the Republican Party.</li><li>• Parties are made up of three types of "members", governmental party: the office holders and candidates, organizational party: workers and activists and, party-in-the-electorate: those who vote for the party or consider themselves to be allied or associated with it.</li><li>• The National Party: The national party creates a vision for party identifiers and is headed by national party chairperson.</li><li>• Parties are structurally based at the state and local levels. Much of the work of the party is carried out at the precinct, city, county, and state levels.</li><li>• American voters identify with a party but rarely belong to it.</li><li>• Party loyalties generally come from one's parents, but can be affected by a number of factors such as peers, charismatic personalities, cataclysmic events, and intense social issues.</li><li>• Third parties play a valuable role in American politics. They popularize new ideas, serve as vehicles of popular discontent, induce change in the major parties, assist party realignments, and allow the expression of dissent and opposition.</li></ul>

### **CAMPAIGNS AND ELECTIONS**

- What role do people play in political campaigns?
- How do candidates raise money to fund campaigns?
- What is the relationship between the media and political campaigns?
- What are the procedures for presidential and general elections?
- How do presidential and congressional elections differ?
- What kinds of factors influence voter choice?
- What kinds of factors influence voter turnout?
- Why is voter turnout low and what steps are being taken to improve turnout?

### **THE MEDIA**

- How has the news media in the United States developed?
- What are the trends in the news media today?
- How does the federal government regulate the news media?
- How does the news media cover politics?
- In what ways does the news media influence the public?

### **INTEREST GROUPS**

- How did interest groups emerge as a political force in American government?

### **CAMPAIGNS AND ELECTIONS**

- Campaigns start long before most of us notice them.
- Campaign organizations spend tons of money on consultants, pollsters, and professionals. Campaigns are precisely manipulated, candidates are “handled,” and appearances are scripted.
- The expense of elections and the possibility of corruption, especially individuals and groups with lots of money gaining undue influence on the democratic process, have led to numerous attempts at regulating campaign finance.
- Elections serve to make governments legitimate, filling public offices and organizing governments.
- Elections allow people with different views and policy agendas to come to power.
- Elections ensure that a government remains accountable to the people.
- Once the parties have chosen their candidates, the general election is held. The general election is a contest between parties and fills a public office.
- Voter turnout in American elections is lower than the average industrialized democracy.

### **THE MEDIA**

- The mass media are the wide array of organizations through which information is collected and disseminated to the public including print, movies, television, radio, and the Internet.
- Fewer people are reading the print media, and we get less diversity in coverage as well. Forty years ago, most major metropolitan areas had competition among newspapers
- The Federal Communications Commission (FCC) is an independent regulatory agency that oversees electronic media. It oversees radio, television, telegraph, satellite, and foreign communications in the United States.
- media can affect the way the public views government and politicians

### **INTEREST GROUPS**

- Many early interest groups were single-issue groups deeply rooted in Christian revivalism and concerned with issues such as temperance (anti-alcohol), peace, education, and slavery.
- Interest groups allow individuals to gather together to multiply their political power.

- What strategies and tactics are used by organized interests in American politics?
- What factors make an interest group successful?
- How can efforts be geared toward regulating interest groups and lobbyists?

- Groups often claim credit for “winning” legislation, court cases, or elections
- Federal regulation of lobbying and contributions to campaigns are enforced by the Federal Election Commission.

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLs or Common Core Standards that are applicable (Please refer to Appendix A for Standards Key)

<u>Learning Target (LOR- Liberty and Order, CON- Constitutionalism, PMI- Competing Policy-Making Interests)</u>	<b>NJSLS:</b>
MPA-3.A: Describe the voting rights protections in the Constitution and in legislation.	1. SOC.6.1.12.A.1.a
MPA-3.B: Describe different models of voting behavior.	2. SOC.6.1.12.A.1.b
MPA-3.C: Explain the roles that individual choice and state laws play in voter turnout in elections.	3. SOC.6.1.12.CS2
PMI-5.A: Describe linkage institutions.	4. SOC.6.1.12.A.2.a
PMI-5.B: Explain the function and impact of political parties on the electorate and government.	5. SOC.6.1.12.A.2.b
PMI-5.C: Explain why and how political parties change and adapt.	6. SOC.6.1.12.A.2.c
PMI-5.D: Explain how structural barriers impact third-party and independent-candidate success.	7. SOC.6.1.12.A.2.d
PMI-5.E: Explain the benefits and potential problems of interest-group influence on elections and policy making.	8. SOC.6.1.12.A.2.e
PMI-5.F: Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.	9. SOC.6.1.12.B.2.b
PMI-5.G: Explain how various political actors influence public policy outcomes.	10. SOC.6.1.12.D.2.b
PRD-2.A: Explain how the different processes work in a U.S. presidential election.	11. SOC.6.1.12.CS3
PRD-2.B: Explain how the Electoral College impacts democratic participation.	12. SOC.6.1.12.A.3.d
PRD-2.C: Explain how the different processes work in U.S. congressional elections.	13. SOC.6.1.12.A.3.g
PRD-2.D: Explain how campaign organizations and strategies affect the election process.	14. SOC.6.1.12.D.3.c
PRD-2.E: Explain how the organization, finance, and strategies of national political campaigns affect the election process.	15. SOC.6.2.12.C.6.c
PRD-3.A: Explain the media's role as a linkage institution.	16. SOC.6.3.12.CS1
PRD-3.B: Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.	17. SOC.6.3.12.CS4
	18. SOC.6.3.12.CS5
	<b>CCSS:</b>
	1. RH.11-12.1
	2. RH.11-12.2
	3. RH.11-12.3
	4. RH.11-12.4
	5. RH.11-12.5
	6. RH.11-12.6
	7. RH.11-12.9
	8. WHST.11-12.1a
	9. WHST.11-12.1b
	10. WHST.11-12.1e
	11. WHST.11-12.2a
	12. WHST.11-12.2b
	13. WHST.11-12.2d
	14. WHST.11-12.4
	15. WHST.11-12.6
	16. WHST.11-12.7
	17. WHST.11-12.8
	18. WHST.11-12.9
	19. WHST.11-12.10

## Career and Readiness Standards

See Appendix B for Career Ready Practices Key (Extended Descriptions)

- 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.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## New Jersey 21st Century Life and Careers Standards

### 9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

#### CONTENT AREA: 21st CENTURY LIFE AND CAREERS

#### STRAND C: CAREER PREPARATION

#### NUMBER STANDARD STATEMENT

By the end of Grade 12, students will be able to:

- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

## Inter-Disciplinary Connections:

**Language Arts Literacy:** FRQ writing, primary party platforms, writing campaign speeches, analyze debate speeches

**Technology:** Creating an Interest Group that uses Social Media (Instagram, FB, SnapChat)

**Art:** creating campaign posters

**Math:** Analysis of possible outcomes of electoral college vs direct election results. Create a campaign budget and devise a way to fundraise for it. Create and produce polls based on political ideals.

**Music:** Listening to campaign theme songs and advertisements, Analyze why some artists would not want their songs to be connected with certain candidates

**Science:** Compare and contrast opposite interest groups and what they want from the government.

**History:** Analyze how elections have changed with technology.

## Students will engage with the following text:

American Government Continuity and Change, O'Connor/Sabato

1st Amendment, 15th Amendment, 17th Amendment, 19th Amendment, 24th Amendment, 26th Amendment

Citizens United v. Federal Election Commission (US 2010)

Baron's AP Review Book

Constitution of the United States of America

Democratic and Republican Platforms

Famous Campaign Speeches throughout History

**Students will write:**

Notes on every chapter  
Free Response Questions  
Campaign speeches  
Fundraising letters  
Voter outreach letters  
Reports on Interest Groups

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills.**

**Direct lecture:** all units will lecture either in class or in an online flipped classroom model.

**Direct instruction:** Analyzing primary sources and responding the Free Response Questions

**Notes:** Based on Chapter Readings and Lectures

#### **Activities:**

##### **POLITICAL PARTIES**

- Create a list of at least five functions political parties should be carrying out.
- Compare and contrast the nomination process for Democrats and Republicans.
- Break the class into groups of three or four students and have them devise a new third party that they believe could have success, given current political attitudes. They should choose a name, choose candidates for some offices, and write up a platform of issues to present to the class. Do the groups come up with similar parties? Discuss widely.
- Have students compare the two major parties' stands on issues with those of the Green Party and/or the Libertarian party.
- Create a third party. Establish a party platform and mission statement.

##### **CAMPAIGNS AND ELECTIONS**

- Develop a comparison of major political party platforms between 1960 and 1996. What social, economic, and political issues and resolutions are common across all platforms? What are the major areas of change?
- Assign an essay in which the students discuss their opinion of the 2000 election. Also have them discuss the changes states made for the 2004 and 2008 elections. Have states done a better job of making sure all votes are counted?
- Conduct mock closed and open primaries.

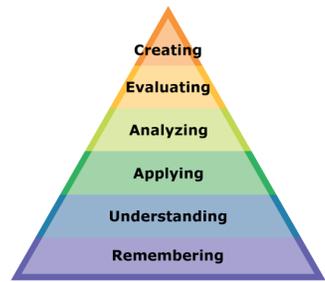
##### **THE MEDIA**

- Have students choose a current event and compare the coverage in the local press, national press, network news, and cable news. How and why do the ways each of these types of media cover the issues differ? How are they similar? What media outlets do you find most useful?
- Divide the class into groups, assigning each group to watch a different TV network evening news broadcast for two weeks. CNN's nightly news program can be one, and *Fox News* yet another. On the basis of this observation, have each group list the top news stories reported by their network. After the reports are filed, these questions are pertinent for combined classroom discussion:
  1. Are the network news priorities different or similar?
  2. How did the networks differ in how they presented subjects other than the breaking news, things such as special in-depth reports, ongoing segments, etc.?
  3. Are there any differences in how the network news programs treat the same subject?

##### **INTEREST GROUPS**

- Write a brief essay identifying the ways that interest groups may enhance democracy. Compare answers with the arguments that pluralists raise in favor of pluralist democracy.
- Create and market their own interest group. Students will research a subject and then create an accompanying interest group. They will build a social media presence as well as a website that expresses their beliefs within this group.
- Ask students what groups they belong to. Are any of these interest groups? Have students who belong to an interest group describe what it is, why they joined, and what benefits they receive from group membership. Then assign students to identify what groups represent their interests as students. Does it matter whether they are members of those groups or not?

- Assign students to visit the Web sites of a number of interest groups. What are they doing? What are their key issues and tactics? Who are their members? How many members do they have? How does this information correlate with what we have learned in this chapter?



## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.

### Formative Assessments:

**Homework:** Notes on sections of the textbook, Vocabulary from each chapter (remembering, understanding, creating)

**Quizzes:** Key Terms from each chapter (remembering, understanding)

**Writing Assignments:** FRQ's from this unit, effectiveness of Interest Groups, Campaign Speeches (remembering, understanding, applying, evaluating)

**Participation:** in discussions, debates, and Socratic Seminars (understanding, analyzing, evaluating)

**Posters:** Amendments (understanding, creating)

**Power Points/ Prezi/Google Slides :** Outlines of the chapters (applying, evaluating, creating)

**Panel Discussions:** electoral college abolishment (applying, evaluation)

### Accommodations/Modifications:

Please reference Appendix C for accommodations and modifications in Unit 5.

### Summative Assessments:

**Chapter quizzes** (remembering, understanding)

**Unit tests** (remembering, applying, analyzing)

**Unit projects** (applying, analyzing, evaluating, creating)

**Evaluation of interactive discussion and debate** (analyzing, evaluating)

### Accommodations/Modifications:

Please reference Appendix C for accommodations and modifications in Unit 5.

### Performance Assessments:

**Projects, presentations, final writing projects:** Writing a campaign speech (applying, evaluating, creating)

**Panel discussion:** Should there be unlimited funding for campaigns? (applying, analyzing, creating)

**Frequent research (computer/reference book labs):** Positions of political parties on certain key topics (applying, analyzing, evaluating)

**Power point/Prezi presentations/Google Slides:** Prezi on how specific interest groups interact with the rest of the government triangle (understanding, applying, creating)

**Short research paper:** How has elections changed in the age of social media? (analyzing, evaluating, creating)

### Accommodations/Modifications:

Please reference Appendix C for accommodations and modifications in Unit 5

# Appendix A: Learning Standards Key

## Unit 1: Foundations of American Democracy

### New Jersey Student Learning Standards

1. **SOC.6.1.12.A.1.a** - [Cumulative Progress Indicator] - Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
2. **SOC.6.1.12.A.1.b** - [Cumulative Progress Indicator] - Analyze how gender, property ownership, religion, and legal status affected political rights.
3. **SOC.6.1.12.C.1.a** - [Cumulative Progress Indicator] - Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
4. **SOC.6.1.12.CS2** - [Content Statement] - The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.
5. **SOC.6.1.12.A.2.a** - [Cumulative Progress Indicator] - Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
6. **SOC.6.1.12.A.2.b** - [Cumulative Progress Indicator] - 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.
7. **SOC.6.1.12.A.2.c** - [Cumulative Progress Indicator] - Compare and contrast the arguments of the Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
8. **SOC.6.1.12.A.2.d** - [Cumulative Progress Indicator] - Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
9. **SOC.6.1.12.A.2.e** - [Cumulative Progress Indicator] - 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.
10. **SOC.6.1.12.B.2.b** - [Cumulative Progress Indicator] - Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
11. **SOC.6.1.12.D.2.b** - [Cumulative Progress Indicator] - 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.
12. **SOC.6.1.12.A.3.d** - [Cumulative Progress Indicator] - Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
13. **SOC.6.1.12.A.3.g** - [Cumulative Progress Indicator] - 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.
14. **SOC.6.1.12.D.3.c** - [Cumulative Progress Indicator] - Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

15. **SOC.6.2.12.C.6.c** - [Cumulative Progress Indicator] - Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
16. **SOC.6.3.12.CS1** - [Content Statement] - Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
17. **SOC.6.3.12.CS4** - [Content Statement] - Critically analyze information, make ethical judgments, and responsibly address controversial issues.
18. **SOC.6.3.12.CS5** - [Content Statement] - Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

### **Common Core State Standards for Grades 11-12 Literacy in History/Social Studies**

1. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.1** - [Grade Level Standard] - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.2** - [Grade Level Standard] - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.3** - [Grade Level Standard] - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.4** - [Grade Level Standard] - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.5** - [Grade Level Standard] - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.6** - [Grade Level Standard] - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
7. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.9** - [Grade Level Standard] - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
8. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.1a** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
9. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.1b** - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
10. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.2a** - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
11. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.2b** - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

12. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4** - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
13. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.6** - [Grade Level Standard] - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
14. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.7** - [Grade Level Standard] - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
15. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.8** - [Grade Level Standard] - 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 specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
16. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.9** - [Grade Level Standard] - Draw evidence from informational texts to support analysis, reflection, and research.
17. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10** - [Grade Level Standard] - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Unit 2: Interactions Among Branches of Government**

### **New Jersey Student Learning Standards**

1. **SOC.6.1.12.A.1.a** - [Cumulative Progress Indicator] - Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
2. **SOC.6.1.12.A.1.b** - [Cumulative Progress Indicator] - Analyze how gender, property ownership, religion, and legal status affected political rights.
3. **SOC.6.1.12.CS2** - [Content Statement] - The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.
4. **SOC.6.1.12.A.2.a** - [Cumulative Progress Indicator] - Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
5. **SOC.6.1.12.A.2.b** - [Cumulative Progress Indicator] - 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.
6. **SOC.6.1.12.A.2.c** - [Cumulative Progress Indicator] - Compare and contrast the arguments of the Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
7. **SOC.6.1.12.A.2.d** - [Cumulative Progress Indicator] - Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

8. **SOC.6.1.12.A.2.e** - [Cumulative Progress Indicator] - 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.
9. **SOC.6.1.12.B.2.b** - [Cumulative Progress Indicator] - Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
10. **SOC.6.1.12.D.2.b** - [Cumulative Progress Indicator] - 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.
11. **SOC.6.1.12.CS3** - [Content Statement] - Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
12. **SOC.6.1.12.A.3.d** - [Cumulative Progress Indicator] - Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
13. **SOC.6.1.12.A.3.g** - [Cumulative Progress Indicator] - 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.
14. **SOC.6.1.12.D.3.c** - [Cumulative Progress Indicator] - Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
15. **SOC.6.2.12.C.6.c** - [Cumulative Progress Indicator] - Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
16. **SOC.6.3.12.CS1** - [Content Statement] - Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
17. **SOC.6.3.12.CS4** - [Content Statement] - Critically analyze information, make ethical judgments, and responsibly address controversial issues.
18. **SOC.6.3.12.CS5** - [Content Statement] - Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

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4. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.4** - [Grade Level Standard] - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.5** - [Grade Level Standard] - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.6** - [Grade Level Standard] - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
7. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.9** - [Grade Level Standard] - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
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9. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.1b** - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
10. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.1e** - Provide a concluding statement or section that follows from or supports the argument presented.
11. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.2a** - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
12. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.2b** - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
13. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.2d** - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
14. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4** - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
15. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.6** - [Grade Level Standard] - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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18. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.9** - [Grade Level Standard] - Draw evidence from informational texts to support analysis, reflection, and research.
19. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10** - [Grade Level Standard] - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Unit 3: Civil Liberties and Civil Rights

### New Jersey Student Learning Standards

1. **SOC.6.1.12.A.1.b** - [Cumulative Progress Indicator] - Analyze how gender, property ownership, religion, and legal status affected political rights.
2. **SOC.6.1.12.A.2.a** - [Cumulative Progress Indicator] - Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
3. **SOC.6.1.12.D.2.b** - [Cumulative Progress Indicator] - 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.
4. **SOC.6.1.12.D.2.d** - [Cumulative Progress Indicator] - Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.
5. **SOC.6.1.12.D.2.e** - [Cumulative Progress Indicator] - Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
6. **SOC.6.1.12.A.3.i** - [Cumulative Progress Indicator] - Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
7. **SOC.6.1.12.A.4.b** - [Cumulative Progress Indicator] - Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
8. **SOC.6.1.12.A.4.c** - [Cumulative Progress Indicator] - Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
9. **SOC.6.1.12.D.4.c** - [Cumulative Progress Indicator] - Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
10. **SOC.6.1.12.D.4.d** - [Cumulative Progress Indicator] - Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
11. **SOC.6.1.12.A.5.b** - [Cumulative Progress Indicator] - Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
12. **SOC.6.1.12.A.6.b** - [Cumulative Progress Indicator] - Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
13. **SOC.6.1.12.A.6.c** - [Cumulative Progress Indicator] - Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
14. **SOC.6.1.12.D.6.c** - [Cumulative Progress Indicator] - Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
15. **SOC.6.1.12.A.7.b** - [Cumulative Progress Indicator] - Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

16. **SOC.6.1.12.A.8.c** - [Cumulative Progress Indicator] - Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
17. **SOC.6.1.12.A.11.c** - [Cumulative Progress Indicator] - Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
18. **SOC.6.1.12.D.12.b** - [Cumulative Progress Indicator] - Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
19. **SOC.6.1.12.A.13.a** - [Cumulative Progress Indicator] - Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., *Hedgepeth and Williams v. Trenton Board of Education*), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
20. **SOC.6.1.12.A.13.b** - [Cumulative Progress Indicator] - 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.
21. **SOC.6.1.12.C.13.a** - [Cumulative Progress Indicator] - Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
22. **SOC.6.1.12.D.13.a** - [Cumulative Progress Indicator] - Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
23. **SOC.6.1.12.D.13.b** - [Cumulative Progress Indicator] - Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
24. **SOC.6.1.12.D.13.c** - [Cumulative Progress Indicator] - Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
25. **SOC.6.1.12.A.14.b** - [Cumulative Progress Indicator] - Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
26. **SOC.6.1.12.A.14.c** - [Cumulative Progress Indicator] - Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
27. **SOC.6.1.12.A.14.h** - [Cumulative Progress Indicator] - Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
28. **SOC.6.1.12.B.14.d** - [Cumulative Progress Indicator] - Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.
29. **SOC.6.1.12.D.14.d** - [Cumulative Progress Indicator] - 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.
30. **SOC.6.1.12.D.14.e** - [Cumulative Progress Indicator] - Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
31. **SOC.6.1.12.A.16.b** - [Cumulative Progress Indicator] - Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
32. **SOC.6.3.12.CS2** - [Content Statement] - Analyze sources of prejudice and discrimination and propose solutions to eliminate them.

33. **SOC.6.3.12.CS3** - [Content Statement] - Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
34. **SOC.6.3.12.CS4** - [Content Statement] - Critically analyze information, make ethical judgments, and responsibly address controversial issues.
35. **SOC.6.3.12.CS5** - [Content Statement] - Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
36. **SOC.6.3.12.D.1** - [Cumulative Progress Indicator] - Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

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3. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.6** - [Grade Level Standard] - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
4. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.7** - [Grade Level Standard] - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
5. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.8** - [Grade Level Standard] - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
6. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.9** - [Grade Level Standard] - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
7. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.1a** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
8. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.1b** - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
9. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.2a** - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
10. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.2b** - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
11. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.6** - [Grade Level Standard] - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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13. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10** - [Grade Level Standard] - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### **Unit 4: American Political Ideologies and Beliefs**

##### **New Jersey Student Learning Standards**

1. **SOC.6.1.12.A.14.c** - [Cumulative Progress Indicator] - Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
2. **SOC.6.1.12.A.14.d** - [Cumulative Progress Indicator] - Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
3. **SOC.6.1.12.A.14.f** - [Cumulative Progress Indicator] - Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
4. **SOC.6.1.12.A.14.h** - [Cumulative Progress Indicator] - Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
5. **SOC.6.1.12.C.14.a** - [Cumulative Progress Indicator] - Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
6. **SOC.6.1.12.C.14.b** - [Cumulative Progress Indicator] - Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
7. **SOC.6.1.12.C.14.c** - [Cumulative Progress Indicator] - Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society.
8. **SOC.6.1.12.D.14.d** - [Cumulative Progress Indicator] - 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.
9. **SOC.6.1.12.D.14.e** - [Cumulative Progress Indicator] - Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
10. **SOC.6.1.12.D.15.d** - [Cumulative Progress Indicator] - Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
11. **SOC.6.1.12.A.16.b** - [Cumulative Progress Indicator] - Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
12. **SOC.6.1.12.C.16.a** - [Cumulative Progress Indicator] - Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
13. **SOC.6.2.12.B.5.c** - [Cumulative Progress Indicator] - Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
14. **SOC.6.2.12.D.5.c** - [Cumulative Progress Indicator] - Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
15. **SOC.6.2.12.C.6.c** - [Cumulative Progress Indicator] - Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
16. **SOC.6.3.12.CS1** - [Content Statement] - Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.

17. **SOC.6.3.12.CS4** - [Content Statement] - Critically analyze information, make ethical judgments, and responsibly address controversial issues.
18. **SOC.6.3.12.CS5** - [Content Statement] - Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
19. **SOC.6.3.12.D.1** - [Cumulative Progress Indicator] - Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

#### **Common Core State Standards for Grades 11-12 Literacy in History/Social Studies**

1. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.1** - [Grade Level Standard] - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.2** - [Grade Level Standard] - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.3** - [Grade Level Standard] - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. **LA.11-12.CCSS.ELA-Literacy.RH.11-12.6** - [Grade Level Standard] - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
5. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.1a** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
6. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.1b** - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
7. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.2a** - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
8. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.2b** - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
9. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4** - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
10. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.6** - [Grade Level Standard] - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
11. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.7** - [Grade Level Standard] - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
12. **LA.11-12.CCSS.ELA-Literacy.WHST.11-12.9** - [Grade Level Standard] - Draw evidence from informational texts to support analysis, reflection, and research.

**13. LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10** - [Grade Level Standard] - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Appendix B: Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP3.** Attend to personal health and financial well-being.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9.** Model integrity, ethical leadership and effective management.

**CRP10.** Plan education and career paths aligned to personal goals.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

**CRP1.** Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2.** Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

**CRP3.** Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

**CRP4.** Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting

with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6.** Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7.** Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9.** Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

**CRP10.** Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11.** Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12.** Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.