Board Approval Date: August 23, 2022
Course Title: Current Issues
Course Description: This half-year upperclassmen course examines and analyzes the major news stories that are happening on the global, national, state, and local level. It is a content flexible course that follows the key issues and themes of the world around the students.

Course Sequence & Pacing

Estimated Number of Blocks	Semester 1 Marking Period 1	Estimated Number of Blocks	Semester 2 Marking Period 1
12	**Unit 1 - America and her role in the world during the 21st century. -** Globalization Isolationism The United Nations America is the global police National defense and security Patriot Act Foreign and Domestic Terrorism NSA NATO Living in the post 9/11 world Security v privacy The Surveillance State Proxy war Cold War “isms” Current Events in the News Now	12	**Unit 1 - America and her role in the world during the 21st century. -** Globalization Isolationism The United Nations America is the global police National defense and security Patriot Act Foreign and Domestic Terrorism NSA NATO Living in the post 9/11 world Security v privacy The Surveillance State Proxy war Cold War “isms” Current Events in the News Now

12	**Unit 2 - Race in America** What does America look like? 2020 Census data The legacy of race and racism in America The American Dream (A dream realized or prevented?) The melting pot theory Immigration and race The legacy of The 1965 Civil Rights Act The 14th Amendment definition and discussion Affirmative Action debate Just or Fair? The BLM discussion and debate Reparations the case for and against Equality (the meaning) Diversity Equity (the meaning) Ethnicity Hate crimes Bias (implicit or overt) Racism (institutional or systemic) White privilege Critical Race Theory Current Events in the News Now	12	**Unit 2 - Race in America** What does America look like? 2020 Census data The legacy of race and racism in America The American Dream (A dream realized or prevented?) The melting pot theory Immigration and race The legacy of The 1965 Civil Rights Act The 14th Amendment definition and discussion Affirmative Action debate Just or Fair? The BLM discussion and debate Reparations the case for and against Equality (the meaning) Diversity Equity (the meaning) Ethnicity Hate crimes Bias (implicit or overt) Racism (institutional or systemic) White privilege Critical Race Theory Current Events in the News Now

Estimated Number of Blocks	**Semester 1 Marking Period 2**	**Estimated Number of Blocks**	**Semester 2 Marking Period 2**
12	**Unit 3 - American Politics** Basic Citizen Civics The 3 Branches and Balance of Power The Two Party System The American President Elections: How they work and how they might be broken/fixed Congress: Senate v House American Citizenship test The Supreme Court and its' role How the news covers politics Conservative Liberal Independent Republican (GOP) Democratic Types of governments around the world Republic Democracy Money and politics Mud slinging Term limits US Constitution/Bill of Rights Jan 6th and events surrounding it Current Events in the News Now	12	**Unit 3 - American Politics** Basic Citizen Civics The 3 Branches and Balance of Power The Two Party System The American President Elections: How they work and how they might be broken/fixed Congress: Senate v House American Citizenship test The Supreme Court and its' role How the news covers politics Conservative Liberal Independent Republican (GOP) Democratic Types of governments around the world Republic Democracy Money and politics Mud slinging Term limits US Constitution/Bill of Rights Jan 6th and events surrounding it Current Events in the News Now

12	**Unit 4 - Crime and Punishment in America** Civil Law v Criminal Law Innocent until proven guilty Basic defense rights “We the people” as the prosecution Crime: punish or reform Prison industrial complex Eye for an eye philosophy Scarlet Letter Laws Crime of thought v crime of actions Privacy v Security Basics of a criminal trial Types of sentencing Jury of peers Crime prevention methods Broken window theory Crime in America v rest of world War on drugs de-fund the police debate Support the Blue movement Cost of crime in human capital Technology and crime/prevention Current Events in the News Now	12	**Unit 4 - Crime and Punishment in America** Civil Law v Criminal Law Innocent until proven guilty Basic defense rights “We the people” as the prosecution Crime: punish or reform Prison industrial complex Eye for an eye philosophy Scarlet Letter Laws Crime of thought v crime of actions Privacy v Security Basics of a criminal trial Types of sentencing Jury of peers Crime prevention methods Broken window theory Crime in America v rest of world War on drugs de-fund the police debate Support the Blue movement Cost of crime in human capital Technology and crime/prevention Current Events in the News Now

7	**Unit 5 - Social and Cultural Issues in America** Generations and their timelines and characteristics The Left v The Right Echo rooms/chambers Social Media and its' positives and negatives Alternative Facts Fake News The Abortion Debate Capital Punishment LBGTQ and civil rights The American Family Technology and isolation Bullying School Shootings Women and their struggle for equality Post-Covid issues in America Current Events in the News Now	7	**Unit 5 - Social and Cultural Issues in America** Generations and their timelines and characteristics The Left v The Right Echo rooms/chambers Social Media and its' positives and negatives Alternative Facts Fake News The Abortion Debate Capital Punishment LBGTQ and civil rights The American Family Technology and isolation Bullying School Shootings Women and their struggle for equality Post-Covid issues in America Current Events in the News Now

Stage 1 Desired Results

Unit Title # 1 : America and her role in the world. Current events, issues, people, places and happenings in the world around us.

Unit Summary: (Theme) America looks to define her place in the post-9/11 world. (Daily Content) The issues that are covered in the various media forms.

Unit Learning Targets

NJSLS Standards:

6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.
6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
6.1.12.HistorySE.15.b: 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.
6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)*:

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.5. 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.
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Essential Questions:

1. What does it mean to be an American?
2. What role should America play on the world stage?
3. What is a global superpower?
4. Should we feel threatened by the rise of China?
5. What should the role of the United Nations be?
6. Should we be building democracies around the world?
7. How is human trafficking similar and or different to slaverey from centuries prior?
8. How is climate change causing the formation of a new “Greener” military doctrine?

Unit Enduring Understandings:

1. As the most powerful country in the world, America faces issues and questions that most countries don’t.
2. The nuclear arms question is one that we will continue to deal with for the foreseeable future.
3. Access to the natural resources of water and oil will drive our international priorities and policies.
4. The United Nations power is often hampered by its own members.
5. The United Nations basic power structure and member policies.
6. The US sees democracy building of nation states as a key part of her foreign policy.
7. Climate change is helping shape international conflicts.
8. The US military sees climate change as a national security threat and is playing a crucial role in how the world responds. E

Students will know:	**Students will be able to:**
1. America's current influence around the world. 2. The key foreign policy issues we face in the 21st century. 3. The cost of maintaining the world's most advanced military and the pros and cons of having it. 4. What nation building is and examples of successes and failures.	1. Evaluate historical change in American foreign policy perspectives. 2. Identify key issues that we face as a world power. 3. Define possible consequences of possible future conflicts. 4. Examine how other countries around the world view our influence and military might.

Stage 2 Assessment Evidence

Summative Assessments:

- Opinion based "Position Paper"
- Develop a presidential doctrine that defines our role for the next generation.

Formative Assessments:

- Create your own political cartoon that defines our role in the world
- Foreign policy terms quiz
- The news in pictures quiz
- Basic world geography quiz

Common Benchmark Assessments:

Position Paper Topic/Project: *What should America's role in the world be as of 2022?*

Alternative Assessments:

- Google Form Quiz
- Writing Assignment: "Being an American means…" An examination of how and what people complete that sentence with.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.1.12.CivicsPR.15.a 6.1.12.CivicsHR.15.a 6.1.12.EconNE.15.a:	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure. Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers. Assess economic priorities related to international and domestic needs, as reflected in the national budget.	• Analyze how post Cold War and 9/11 shape the world we live in through the following lenses: mapwise, cultural influence, economic influence, and political landscape. • Identify what the "American Dream" is for immigrants and how it forms and influences our foreign policy. • Examine our nation's debt and discuss the cost of being a superpower. • Connect current news stories with all mentioned standards and highlight them in our Socratic discussion.	4 blocks
6.1.12.HistoryCC.15.a 6.1.12.HistoryCC.15.b: 6.1.12.HistoryCC.15.c: 6.1.12.HistoryCC.15.c:	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy. Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations	• Evaluate the legacy of the Cold War and 9/11 and rank them in order of current day importance. • Examine how Hollywood has portrayed the following topics through TV and film: nuclear weapons and war, the Cold War, 9/11 and overall American influence.	4 blocks

	Sustainability Goals) and other international organizations. Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.	• Design a modern day US foreign policy doctrine that demonstrates America's place in the world. • Role play multiple foreign policy scenarios that America might find herself in. An example ripped from the headlines might be how far we should aid Ukraine in her war against Russia? Conduct a roundtable discussion. • Connect current news stories with all mentioned standards and highlight them in our Socratic discussion.	
6.1.12.HistorySE.15.a 6.1.12.HistorySE.15.b 6.1.12.HistorySE.15.c 6.1.12.GeoHE16.a	Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region. 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. Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations. Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a	• Research how religion (and religious wars) have played a critical role in geo-politics and how they shape much of the world's foreign policy stances. • Analyze global conflicts of the past 20 years and demonstrate how the fossil fuel race has led to a re-shaping of the world. • Connect the desire for oil with this century's limited freshwater access and explain how they are similar and different. • Examine the definition and types of terrorism both domestic and foreign.	4 blocks

	source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.	• Use clips from “Falling Towers” and “Charlie Wilson’s War” to examine America’s role in the “War on Terror”. • Have students list all the ways a person’s personal liberty is checked or examined by the need for national security. • Link the possible connection to climate change and foreign policy/affairs as the world reacts to a changing planet. • Create a model UN Security council meeting that plays a climate crisis and the desire for large groups of people to move. • Connect current news stories with all mentioned standards and highlight them in our Socratic discussion.	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
USA Today *The Week Magazine* *60 Minutes* Multiple newspapers and periodicals that cover different examples	Online version as well
Actively Learn	Position papers and discussions Role play

What is NATO? *Tik Tok and National Defense* *Climate Change and economic pressures*	Small group discussions

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
  - Online newspapers/periodicals and google classroom
- Use of assisted technology
  - Online textbook and google classroom
- Use of prompts
  - Iran attacks our close ally Israel, what is the US short term and long term response?
- Modification of content and student products
  - The news in political cartoons
  - draw the news story
  - write a bullet point memo instead of a position paper
- Testing accommodations
  - Common Assessment, extended time
- Authentic assessments
  - Writing Prompt

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
    - Additional resources provided by *Actively Learn*
- Inquiry-based instruction
    - political cartoons
- Independent study
    - Additional resources provided. Khan Academy
- Higher-order thinking skills
    - How can you apply your knowledge of this time period to present day issues
- Interest-based content
    - Understanding territorial problems and claims in the past and the world today
- Student-driven instruction
    - Working within pairs and relating the content to present day issues
- Real-world problems and scenarios
    - Discuss the transfer and takeover of lands in the Middle East and rest of the world

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
    - Terrorism
    - Foreign policy
    - Analyzing political cartoons
- Visual learning, including graphic organizers
    - news based political cartoons
    - Maps of the globe and specific countries conflict
- Teacher modeling
    - Analyzing political cartoons properly
    - Writing using documents
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - Google translate
- Scaffolding
    - Textbook online

- Sentence frames
    - What is America's role in the 21st century?
- Think-pair-share
    - Think individually 2 minutes, pair with neighbor for 2 minutes, share as a class
- Cooperative learning groups
    - Peer editing and review - written responses to political cartoons and writing prompt

Unit Title # 2 : Race in America. Current events, issues, people, places and happenings in the world around us.

Unit Summary: (Theme) One of America's greatest strengths is her diversity. This unit is a candid examination of race relations in America with a particular focus on the current standing and a prediction of where they will go. (Daily content) The topics, happenings, people that are in the news on a given day.

Unit Learning Targets

NJSLS Standards:

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

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

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections

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

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.5. 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.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Essential Questions:

1. How does our constant "connected" world help and/or hurt how we get along with fellow Amercans?
2. What are the various ways social media inflames race relations in the country?
3. How does diversity in thought and racial composition help to recognize differing perspectives.
4. What is a bigger challenge in present day America: racial inequality or income inequality?

Unit Enduring Understandings:

1. Diversity in thought and relations brings at the best in our stated American ideals.
2. The internet brings out both the best and worst when it comes to creating "echo chambers" or expansion of thought.
3. America stands as a unique racial experiment for the world to witness.
4. America's racial composition is changing by the decade.

5. What does unalienable rights mean? Is that an American standard or should it be global?	5. Race relations is a topic that makes many uncomfortable but in actuality it needs to be discussed head on and sanitized by the sunlight.
Students will know: 1. What a census is and what the 2020 census says about what America looks like and where it might go in terms of race and ethnicity. 2. How to define racism and prejudice and understand the differences between overt and covert examples. 3. What the benefits are to diversity in the learning environment and creative process. 4. Why discussions of race and inequality make people uncomfortable. 5. How income inequality plays into the equation and cycle of racism.	**Students will be able to:** 1. Identify examples of present day racial inequality and demonstrate a meaningful way to help address them. 2. Recognize how both local and national governments help to both create racial inequality and also how they try to solve it. 3. Analyze how the criminal justice system is affected by economic inequality and how it has disproportionately affected some races more than others. 4. Demonstrate how diversity can be a valuable component in the business world. 5. Identify specific examples of how America can improve race relations both now and in the future.

Stage 2 Assessment Evidence

Summative Assessments:

- Opinion based “Position Paper”
- Develop a local and national plan that will help race relations in this country. Example: A memo to the president.

Formative Assessments:

- Create your own political cartoon that defines the current status of race in America.
- Unit theme vocab quiz (ex: economic inequality, red lining)
- The news in pictures quiz
- Who's in the news?

Common Benchmark Assessments:

NA

Alternative Assessments:

- Google Form Quiz
- Social Media Project: Find examples of race relations in America are depicted via social media platforms. Focus on positive examples.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.1.12.HistoryUP.16.a:	Analyze how America imports and exports ideas and culture when it comes to social media and the various platforms associated with it. Examine how an American is	• Examine how race and racial diversity is a key component of the melting pot image and the	6 blocks

	defined by foreign peoples and compare it to our reality.	accompanying “American Dream”. ● Identify what both Asia and Europe say about our diversity goals and how we have successfully or failed to implement them. ● Highlight what other Democracies do to address diversity and race relations.	
6.1.12.HistoryCC.1 6.1.12.HistoryCC.16.b: 6.3.12.CivicsHR.1:	Highlight how point of view (POV) is crucial to understanding where groups of people are coming and their core beliefs. Define what income inequality is and how it perpetuates itself in at times a vicious cycle. Examine whether the consequences of slaverey are still felt today. Analyze the case for and against reparations. Evaluate how America can repair the legacy of both racism and income inequality in her past. Discuss why it is positive to be able to touch these issues head on. Evaluate how prejudice and racism are learned behaviors that can be passed down from generation to generation. Examine how that legacy can be interrupted or resolved. Identify a 21st century catalog of basic	● Evaluate how the American government has been both an agent for change and an obstacle for equality. ● Examine how Hollywood has portrayed the following topics through TV and film: race and ethnicity in America. ● Demonstrate an understanding of both political correctness and woke culture. Highlight the positive and negative traits associated with them. ● Connect current news stories with all mentioned standards and highlight them in our Socratic discussion.	6 blocks

	global human rights that would benefit all of mankind.		

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
USA Today *The Week Magazine* *60 Minutes* Multiple newspapers and periodicals that cover different examples	Online version as well
Actively Learn *Fighting Racism in America* *Multiracial: what does it mean?* *STEM programs and race*	Position papers and discussions Role play Small group discussions

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
    - Online newspapers/periodicals and google classroom
- Use of assisted technology
    - Online textbook and google classroom
- Use of prompts
    - Iran attacks our close ally Israel, what is the US short term and long term response?
- Modification of content and student products
    - The news in political cartoons
    - draw the news story
    - write a bullet point memo instead of a position paper
- Testing accommodations
    - Common Assessment, extended time
- Authentic assessments
    - Writing Prompt

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
    - Additional resources provided by *Actively Learn*
- Inquiry-based instruction
    - political cartoons
- Independent study
    - Additional resources provided. Khan Academy
- Higher-order thinking skills
    - How can you apply your knowledge of this time period to present day issues
- Interest-based content
    - Understanding territorial problems and claims in the past and the world today
- Student-driven instruction
    - Working within pairs and relating the content to present day issues
- Real-world problems and scenarios

- Discuss the transfer and takeover of lands in the Middle East and rest of the world

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
  - Terrorism
  - Foreign policy
  - Analyzing political cartoons
- Visual learning, including graphic organizers
  - news based political cartoons
  - Maps of the globe and specific countries conflict
- Teacher modeling
  - Analyzing political cartoons properly
  - Writing using documents
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - Google translate
- Scaffolding
  - Textbook online
- Sentence frames
  - What is America's role in the 21st century?
- Think-pair-share
  - Think individually 2 minutes, pair with neighbor for 2 minutes, share as a class
- Cooperative learning groups
  - Peer editing and review - written responses to political cartoons and writing prompt

Stage 1 Desired Results

Unit Title # 3 : The American political system in the 21st century. Current events, issues, people, places and happenings in the world around us.

Unit Summary: (Theme) The basics of democracy, citizenship and what issues we face in the current political climate. (Daily Content) The issues that are covered in the various media forms.

Unit Learning Targets

NJSLS Standards:

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

• 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

• 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties

6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

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

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections

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

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.5. 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.
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Essential Questions:	**Unit Enduring Understandings:**
1. What is a democracy? 2. What is a republic? 3. Why is America considered an experiment? 4. What is the political climate of today? 5. What is a liberal? What is a conservative? 6. How does our government function on a daily basis? 7. What is meant by checks and balances? 8. Why is the US Constitution considered the best in the world?	1. Democratic forms of government answer directly to the people that help monitor and live them. 2. We have transitioned from a republic to republican democracy over time in this country. 3. Although often messy and slow, democracy remains the greatest form of government in the world. 4. The polarization of political parties threatens the very core of who we are as a people. The media often makes us choose teams. 5. Liberal and Conservative are adjectives not nouns and we can jump from one to another based on the issue at hand. 6. The influence of soft money and lobbyists threaten the very fabric of our government. 7. The separation of powers is vital to keeping all the rooms of the house of equal size. (Judicial, Legislative, and Executive) 8. The founders recognized the need for change by creating an amendment process that sets a high threshold of change.
Students will know:	**Students will be able to:**
1. The various types of 21st century governments that both our allies and enemies practice. 2. The differences between our two major political parties and how they view major issues. 3. That compromise is the key to any functioning democracy and we have to avoid the tyranny of the mob or oligarchy.	1. Identify and explain the key differences between various forms of government in the modern world. 2. Highlight the positives and negatives associated with practicing a two party system in the US. 3. Evaluate how they personally feel on key party defining issues and recognize the viewpoint of opposing sides.

4. The differences between Democrats, Republicans, and third parties in modern America. 5. How a bill becomes a law. 6. The balance of power between our respective branches is vital to our democracy's future.	4. Analyze why civic participation needs to be taught and implemented both at home and school. 5. Synthesize how their political beliefs came to be along the events or people that influence them. 6. Examine and identify the dangers of too much money in politics and how it might threaten our democracy. 7. Explain checks and balances and their importance in keeping our government functioning. 8. Identify how we can implement change in our government via the legislative, executive, or judicial process.

Stage 2 Assessment Evidence

Summative Assessments:

- Opinion based “Position Paper”/project
- Design your ideal POTUS project from birth to election.
- Conduct a survey or poll on key political issues.

Formative Assessments:

- Create your own political cartoon that defines the current status of politics in America.
- Unit theme vocab quiz (ex: amend, republic, democracy, veto)
- The news in pictures quiz
- Who's in the news?

Common Benchmark Assessments:

NA

Alternative Assessments:

- Google Form Quiz
- Social Media Project: Find examples of race relations in America are depicted via social media platforms. Focus on positive examples.

Stage 2 Assessment Evidence

Summative Assessments:

- Opinion based “Position Paper”
- Develop a local and national plan that will help race relations in this country. Example: A memo to the president.

Formative Assessments:

- Create your own political cartoon that defines the current status of race in America.
- Unit theme vocab quiz (ex: economic inequality, red lining)
- The news in pictures quiz
- Who's in the news?

Common Benchmark Assessments:

NA

Alternative Assessments:

- Google Form Quiz
- Social Media Project: Find examples of race relations in America are depicted via social media platforms. Focus on positive examples.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*

6.1.12.CivicsPD.1.a: • 6.1.12.CivicsPI.2.a: • 6.1.12.CivicsPI.2.b:	Analyze the key components and differences of major governmental types. Highlight how one goes from a monarchy to a representative government. Examine how individual freedom can both be protected and curtailed by any type of government. Identify how the Bill of Rights was created to protect us from tyranny. Recognize the need for political parties and multiple points of view when it comes to maintaining a functioning democracy.	• Highlight the “city upon a hill” theory and pair it with the ideal of “American exceptionalism”. • Encourage a modern day political issues roundtable involving students and their beliefs. • Students will create a political family tree that demonstrates what their elders believe and how it may influence them. • Construct a modern day political platform for a fictional political.	6 blocks

6.1.12.CivicsPR.2.a: 6.1.12.CivicsPD.16.a: 6.1.12.CivicsPR.16.a:	Highlight how "judicial review" is critical to any functioning democracy. Identify how the Supreme Court often interprets the USCON as a living document and responds with rulings that demonstrate that. Evaluate how and why the Supreme Court needs to be impartial in all its rulings. Demonstrate how social media creates both an informed and uninformed masses at often the same time. Recognize the pitfalls of social media creating isolation or echo chambers when it comes to opposing political viewpoints. Evaluate how technology threatens both our privacy and political freedoms. Identify how the very meaning of an individual is being redefined by technology, science, and medicine.	• Create a hypothetical legal case where judicial review could play a key role. • Examine how Hollywood has portrayed the following topics through TV and film: politics, political parties, and the overall image of the government. • Compose a privacy based Bill of Rights that deals with modern issues. • Examine the events of Jan 6th and how it has been interpreted by various political groups and causes in America. • Interview family members on key privacy issues. • Connect current news stories with all mentioned standards and highlight them in our Socratic discussion.	6 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
USA Today *The Week Magazine* *60 Minutes* Multiple newspapers and periodicals that cover different examples	Online version as well
Actively Learn *It takes a long time to vote* *The Supreme Court and Students' Free Speech* *Third Parties and how they can check our two party system.* *Apple and tech's responsibility for safety?*	Position papers and discussions Role play Small group discussions

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
    - Online newspapers/periodicals and google classroom
- Use of assisted technology
    - Online textbook and google classroom
- Use of prompts
    - Iran attacks our close ally Israel, what is the US short term and long term response?
- Modification of content and student products
    - The news in political cartoons
    - draw the news story
    - write a bullet point memo instead of a position paper
- Testing accommodations
    - Common Assessment, extended time
- Authentic assessments
    - Writing Prompt

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
    - Additional resources provided by *Actively Learn*
- Inquiry-based instruction
    - political cartoons
- Independent study
    - Additional resources provided. Khan Academy
- Higher-order thinking skills
    - How can you apply your knowledge of this time period to present day issues
- Interest-based content
    - Understanding territorial problems and claims in the past and the world today
- Student-driven instruction
    - Working within pairs and relating the content to present day issues

Stage 1 Desired Results

Unit Title # 4 : Crime and Punishment in American Society. Current events, issues, people, places and happenings in the world around us.

Unit Summary: (Theme) America's laws and how we treat those that break them. IS or goal crime prevention or reform? (Daily Content) The issues that are covered in the various media forms.

Unit Learning Targets

NJSLS Standards:

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

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

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections

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

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.5. 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.
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Essential Questions:

1. How does a society follow the rule of law?
2. What causes crime? nature v nurture argument
3. What is a moral code v a legal code?
4. What is the cost of punishment?
5. Can a society punish and reform/prevent at the same time?
6. How are criminals and law enforcement portrayed in the media?
7. What is just or societal justice?

Unit Enduring Understandings:

1. The US ranks near the top of incarcerated citizens.
2. The fiscal cost of incarceration and law enforcement.
3. What people mean by claiming there is a "prison industrial complex".
4. The escalating cost of the "war on drugs".
5. The meanings of "Back the Blue" v "Black Lives Matters" movements.

Students will know:

1. A basic history of crime and punishment in the US.
2. How the US compares to similar minded countries when it comes to crime prevention and/or punishment.
3. How crime affects us all.
4. The definitions of morals and values.
5. Basic law enforcement practices in prevention.
6. How the state represents "We the People" in legal proceedings.
7. Why innocent v guilty is the bedrock of our individual rights.
8. Basic legal terms (grand jury, probable cause, etc.)

Students will be able to:

1. Recognize how a civilized society must maintain law and order through implementing preventive and punitive measures.
2. Highlight the protections that our legal system affords us to prevent unjust punishment.
3. Analyze primary sources that both demonstrate how the legal system works and also breaks down.
4. Evaluate the cost of America's "War on Drugs" over the past thirty plus years.
5. Demonstrate an understanding of the numerous social movements that have been pro/anti law enforcement.

Stage 2 Assessment Evidence

Summative Assessments:

- Opinion based “Position Paper”
- Develop a local and national plan that will help race relations in this country. Example: A memo to the president.

Formative Assessments:

- Create your own political cartoon that defines the current status of race in America.
- Unit theme vocab quiz (ex: economic inequality, red lining)
- The news in pictures quiz
- Who's in the news?

Alternative Assessments:

- Google Form Quiz
- Social Media Project: Find examples of race relations in America are depicted via social media platforms. Focus on positive examples.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.3.12.HistoryCA.1:	Compose a visual version of an individual's legal rights and how the Founders created a system that protected them. Highlight the similarities and differences of moral laws and legal ones. Construct a student's version of the Bill of Rights and how it plays out in their everyday life.	• Identify how our criminal justice system has treated minorities as "unequal" in the past. • Assess the criminal justice system and effect on present day society. . • Demonstrate an understanding of how our legal system is built upon the idea of "innocent until proven guilty".	6 blocks
6.1.12.HistoryCC.16.a: 6.1.12.HistoryCC.16.a: 1.12.HistoryCC.16.b:	Highlight how point of view (POV) is crucial to understanding where groups of people are coming and their core beliefs. Define what income inequality is and how it manifests itself in the criminal world.	• Evaluate how the American government has been both an agent for change and an obstacle for equality when it comes to crime and punishment. • Examine how Hollywood has portrayed the following topics through TV and film: justice, crime and	6 blocks

	Explore the “broken windows” theory and how NYC used it to reduce crime in the 90s. Evaluate how the business of incarceration costs the taxpayers billions of dollars each year. Identify how social media platforms can be both an agent of change for good and bad movements/ideas. Recognize how the cost of crime affects both the individual and society at large.	punishment for various peoples. • Demonstrate an understanding of both political correctness and woke culture. Highlight the positive and negative traits associated with them. • Connect current news stories with all mentioned standards and highlight them in our Socratic discussion.	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
USA Today *The Week Magazine* *60 Minutes* Multiple newspapers and periodicals that cover different examples	Online version as well
Actively Learn *A basic legal code: Hammurabi* *The Cost of incarceration*	Position papers and discussions Role play Small group discussions

America's youth and prison	

Stage 1 Desired Results

Unit Title # 5 : American culture and society in the 21st century. Current events, issues, people, places and happenings in the world around us.

Unit Summary: (Theme) The popular trends, people, content and products that make us American. How do different generations and peoples live in America? (Daily Content) The issues that are covered in the various media forms.

Unit Learning Targets

NJSLS Standards:

6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.
6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. •
6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections

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

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.5. 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.
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Essential Questions:	**Unit Enduring Understandings:**
1. What issues do you face as an American teenager? 2. What social/political topics mean the most/least to you? Why? 3. How does the media portray life in America? 4. What local issues do not get enough attention from the surrounding adults? 5. How is our school/district a microcosm of certain national issues? 6. How do the different generations in America face similar issues? 7. What do we mean by American culture?	1. Key local/national/global issues and how they influence the individual student. 2. Issues and beliefs should be examined on a case by case basis, not taken wholesale and in blocks. 3. How social media and mainstream media help to shape a story through headlines, profit, and bias. 4. Misinformation spreads more quickly than the truth in many settings. 5. The definition of traits of a generation how they impact our version of America today. 6. Wall township faces many of the issues that the entire country faces today. 7. The definition of culture and society when compared to the individual.
Students will know:	**Students will be able to:**
1. What the basics are of the following American issues: ● gun control and 2nd Amendment interpretation ● capital punishment ● abortion ● civil rights ● climate change	1. Identify what key issues are and which ones mean the most to them personally. 2. Recognize how point of view (POV) is critical to understanding what American society and culture is. 3. Debate both sides of an issue by clearly labeling competing interests.

● technology and education ● social media influence ● trends that reflective of America today 2. Where they stand on basic American issues. 3. The power of media and the connected world on shaping views. 4. How all politics are local and how they shape national platforms. 5. Politicians often pass down the problems/cost of a controversial/expensive issue.	4. Highlight how misinformation is dangerous to both individual issues and also America at large. 5. Construct a local to national playbook on how to win support on a particular issue. 6. Recognize how the media benefits from mistrust and conflict. 7. Evaluate the need for compromise in both local and national hot button topics.

Stage 2 Assessment Evidence

Summative Assessments:

- Opinion based “Position Paper”/project
- Take a political compass online quiz.
- Conduct a survey or poll on key culture issues.

Formative Assessments:

- Create your own political cartoon that defines the current status of societal/cultural issues in America.
- Unit theme vocab quiz (ex: gun control, Roe v Wade, the pronoun debate)
- The news in pictures quiz
- Who's in the news?

Common Benchmark Assessments:

NA

Alternative Assessments:

- Google Form Quiz
- Social Media Project: Create a top ten issues based curriculum for teaching the middle school level.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe: Days or Weeks***
6.3.8.CivicsPR.3 6.3.8.CivicsDP.1	Identifying key aspects of American culture and society.	• Recognize how many people identify themselves as	6 blocks

	Observing how a local issue can work its way up the chain to the national level. Create a series of possible solutions that might heal certain cultural rifts in America today. Evaluate and rank what issues personally matter the most to them.	American and how their background, race, sexual orientation may play into their worldview. ● Understand how America has an ever changing face and how that idea plays out in culture. ● Identify cross cultural examples in our media and our everyday life.	
6.3.8.CivicsPR.4: 6.3.8.CivicsPD.1 6.3.8.CivicsPD.2:	Identify how climate change and resource scarcity are two potential areas of conflict in the coming years. Recognize the need for opposing viewpoints and debate on every level of the political and social stage. Demonstrate an understanding of key issues that we face on the local/national spectrum. Define key issues that produce powerful emotions and understand the need for reason when discussing them. Highlight the topics that matter personally to them as individuals and develop a plan to garner more support/attention. Create a sample cultural survey that reduces bias and or negative connotations.	● Evaluate the science of climate change proponents/opponents. ● Examine how Hollywood has portrayed the following topics through TV and film: American teenagers, American everyday life and work. ● Design an issue based slideshow that demonstrates an understanding of POV. ● Interview people from different generations and tabulate their similarities/differences. ● Develop a social media campaign that helps inform the general public about a key issue or cultural flashpoint ● Connect current news stories with all mentioned standards and highlight them in our Socratic discussion.	6 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
USA Today *The Week Magazine* *60 Minutes* Multiple newspapers and periodicals that cover different examples	Online version as well
Actively Learn *Youth values and how they are shaped* *Video Game and violence toward women* *Civil Disobedience* *Obedience and morals*	Position papers and discussions Role play Small group discussions

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit*** ● Use of visual and multisensory formats

    - Online newspapers/periodicals and google classroom
- Use of assisted technology
    - Online textbook and google classroom
- Use of prompts
    - Iran attacks our close ally Israel, what is the US short term and long term response?
- Modification of content and student products
    - The news in political cartoons
    - draw the news story
    - write a bullet point memo instead of a position paper
- Testing accommodations
    - Common Assessment, extended time
- Authentic assessments
    - Writing Prompt

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
    - Additional resources provided by *Actively Learn*
- Inquiry-based instruction
    - political cartoons
- Independent study
    - Additional resources provided. Khan Academy
- Higher-order thinking skills
    - How can you apply your knowledge of this time period to present day issues
- Interest-based content
    - Understanding territorial problems and claims in the past and the world today
- Student-driven instruction
    - Working within pairs and relating the content to present day issues
- Real-world problems and scenarios
    - Discuss the transfer and takeover of lands in the Middle East and rest of the world

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
    - Terrorism
    - Foreign policy
    - Analyzing political cartoons
- Visual learning, including graphic organizers
    - news based political cartoons
    - Maps of the globe and specific countries conflict
- Teacher modeling
    - Analyzing political cartoons properly
    - Writing using documents
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - Google translate
- Scaffolding
    - Textbook online
- Sentence frames
    - What is America's role in the 21st century?
- Think-pair-share
    - Think individually 2 minutes, pair with neighbor for 2 minutes, share as a class
- Cooperative learning groups
    - Peer editing and review - written responses to political cartoons and writing prompt