ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

AMERICAN GOVERNMENT

Grade(s): 11-12

2.5 credits

ABSTRACT

The purpose of this half-year course is to promote responsible citizen participation in government, an essential and critical component in our nation's democracy and a vital element in sustaining our nation's government. It is intended to prepare both the college and non-college bound students to become contributing members of society by providing them the democratic skills needed to participate intelligently and ethically in public affairs. This course will promote loyalty and pride for one's country, as well as guide the students through many of the challenges of the emerging global community. Students will be introduced to political science, explore the inner workings of the American government, study history and development of our government, and examine the methodology employed by our current political system.

Born on: NJSLS September 2015
Revised and BOE Approved: August 24, 2021
Aligned to NJSLS-Social Studies 2014 & NJSLS-CLKS 2020

UNIT #: *Unit Title* Number of Days	**Unit 1:** *Foundations of the American Government* 15 days	**Unit 2:** *The United States Constitution* 15 days	**Unit 3:** *The Three Branches of the U.S. Government* 20 days
STAGE 1: DESIRED RESULTS ***What will students understand as a result of the unit? What are the BIG ideas?***			
ESTABLISHED GOALS: *(NJSLS)*	**Content Area** 6.1.12.A.2.a 6.1.12.A.2.c 6.1.12.A.2.e 6.1.12.A.4.b **English Language Arts** RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH 11-12.5 RH 11-12.6 **Technology** 8.1.12.C.1 8.1.12.E.1 8.1.12.E.2 8.1.12.F.1 **Career Readiness, Life Literacies, and Key Skills** 9.4.12.CI.1 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.3 9.4.12.IML.3 9.4.12.IML.8	**Content Area** 6.1.12.A.2.a 6.1.12.A.2.e 6.1.12.A.3.d 6.1.12.A.3.f 6.1.12.D.2.b 6.1.12.A.4.c **English Language Arts** RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH 11-12.5 RH 11-12.6 **Technology** 8.1.12.C.1 8.1.12.E.1 8.1.12.E.2 8.1.12.F.1 **Career Readiness, Life Literacies, and Key Skills** 9.4.12.CI.1 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.3 9.4.12.IML.3 9.4.12.IML.8	**Content Area** 6.1.12.A.2.d 6.1.12.A.14.a 6.1.12.A.3.d 6.1.12.A.6.c **English Language Arts** RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH 11-12.5 RH 11-12.6 **Technology** 8.1.12.C.1 8.1.12.E.1 8.1.12.E.2 8.1.12.F.1 **Career Readiness, Life Literacies, and Key Skills** 9.4.12.CI.1 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.3 9.4.12.IML.3 9.4.12.IML.8

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ENDURING UNDERSTANDINGS: *(Students will understand that . . .*	• The American constitutional government is founded on concepts articulated in earlier documents. • A balance between governmental power and individuals rights has been a hallmark of American political development • The constitution emerged from the debate about the weakness in the Articles of Confederation as a blueprint for limited government • The Virginia Declaration of Rights served as a model for the Bill of Rights of the Constitution of the United States. • The Declaration of Independence affirmed the idea that all people are created equal.	• The preamble to the Constitution of the United States expresses the reasons the constitution was written • The Constitution established the structure of the United States government • The Constitution protected the fundamental freedoms of religions, speech, press, assembly, and petition • The Constitution affirmed individual worth and dignity of all people. • To add an amendment to the Constitution is a complex process • The Constitution of the United States defines the structure and powers of the national government	• The legislative, executive, and judicial powers of the national government are distributed among three distinct and independent branches of government. • The Legislative Branch exists to pass legislation and create politics that will better protect the freedom of American citizens. • The executive branch exists to enforce legislation and select policies that will better protect the freedom of American citizens. • The Judicial Branch exists to interpret laws and provide guidance on the liberties that protect citizen's rights.
ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*	• What is the government and why do we need it? • What philosophers influenced the Founding Fathers in the development of the U.S. government? • How does the Declaration of Independence promote people's rights and define the relationship between people and its government? • What are the historical foundations of the United States? • What were the weaknesses of the Articles of Confederation?	• What ideas influenced the Constitution? • What is the importance of the Constitution? • What is the purpose of the preamble? • Why is the Constitution referred to as a plethora of compromise? • What is the process to add an amendment to the Constitution? • What does the Bill of Rights consist of? • How many amendments are there and what are their roles?	• What are the names of the 3 branches? • What structure and power exists in Congress? • How does Congress conduct the lawmaking process? • What are the limits to executive power? • What is the purpose of checks and balances? • What are the similarities and differences between the Senate and the House of Representatives? • What is the role of the president?

	• How did the Declaration of Independence impact the formation of the United States?		• How does the Judicial Branch support the government and citizens? • How do civil liberties and civil rights influence civic life?
STAGE 2: ASSESSMENT EVIDENCE ***What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the State Standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]***			
PERFORMANCE TASKS: *(Through what authentic performance tasks will students demonstrate the desired understandings?)* *(By what criteria will performances of understanding be judged?)*	• Group discussions • Oral presentations • Research Projects • Google Slide Presentations • Debates • Simulations • Primary Source Analysis • The creation and analyzing of maps • Presentation of findings and conclusions in written form • Creation of student-based projects	• Group discussions • Oral presentations • Research Projects • Google Slide Presentations • Debates • Simulations • Primary Source Analysis • The creation and analyzing of maps • Presentation of findings and conclusions in written form • Creation of student-based projects • Create an illustrated timeline detailing the major events that led to the creation of the U.S. government under the Constitution • Examine the Constitution of the United States and describe reasons why the Constitution has been able to endure.	• Group discussions • Oral presentations • Research Projects • Google Slide Presentations • Debates • Simulations • Primary Source Analysis • The creation and analyzing of maps • Presentation of findings and conclusions in written form • Creation of student-based projects • Create an Illustrated Flow Chart of how a bill becomes a law. • Create a help wanted advertisement for the President • Present a case study PowerPoint on a landmark Supreme Court case.

OTHER EVIDENCE: *(Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, benchmark assessments, etc.) will students demonstrate achievement of the desired results?)* *(How will students self-assess their learning?)*	• Homework • Classwork • DBQ's • Rubrics • Benchmark Testing • Quizzes/Tests • Essays • Webquests • Group/individual projects • Teacher Observations • Exit Tickets • Primary and Secondary source passages • Think, Pair, Share	• Homework • Classwork • DBQ's • Rubrics • Benchmark Testing • Quizzes/Tests • Essays • Webquests • Group/individual projects • Teacher Observations • Exit Tickets • Primary and Secondary source passages • Think, Pair, Share	• Homework • Classwork • DBQ's • Rubrics • Benchmark Testing • Quizzes/Tests • Essays • Webquests • Group/individual projects • Teacher Observations • Exit Tickets • Primary and Secondary source passages • Think, Pair, Share
RESOURCES:	• Supplemental resources • U.S government websites (Library of Congress) • Internet • Classroom text series • Primary and Secondary sources • Chromebooks • LCD Projectors • Multimedia presentations • Tiered worksheets • www.icivics.com • Bill of Rights Institute • National Archives	• Supplemental resources • U.S government websites (Library of Congress) • Internet • Classroom text series • Primary and Secondary sources • Chromebooks • LCD Projectors • Multimedia presentations • Tiered worksheets • www.icivics.com • Bill of Rights Institute • National Archives	• Supplemental resources • U.S government websites (Library of Congress) • Internet • Classroom text series • Primary and Secondary sources • Chromebooks • LCD Projectors • Multimedia presentations • Tiered worksheets • www.icivics.com • Bill of Rights Institute • National Archives

STAGE 3: LEARNING PLAN ***What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERETO* acronym to consider key design elements.***			
SKILLS AND TOPICS: *(What specific activities will students do and what skills will students know as a result of the unit?)*	• Gain insight into what makes a successful democracy • Research various forms of government in the world today and their characteristics • Analyze and investigate the purpose of government • Identify events and ideas leading to American Independence • Understand the weakness of the Articles of Confederation • Identify and give examples of democracies and republics • Compare and contrast government systems • Classifying Governments • Concepts and Forms of Democracy • Politics and Power • Presidential vs. Parliamentary • Enlightenment philosophers (Hobbes, Locke, etc.) and their impact on the Declaration of Independence	• Explain the arguments of the Federalists for a stronger national government supporting the new Constitution • Explain how the ideas from the Federalist papers support the new Constitution • Analyze the amendments in the Bill of Rights • Have students choose the amendment that means the most to them and why. • Examine how each amendment expands either person freedoms or state's rights • Landmark Documents • First and Second Continental Congress • Great Compromise • Three-Fifths Compromise • Federalists v Anti-Federalists • Constitution and Bill of Rights	• Compare and contrast the 3 branches of the United States government • Compare and contrast the House of Representatives and the Senate • Explain the process of how a bill becomes a law • Describe the roles, powers, and qualifications of the President and Vice-President in the United States • Write an essay explaining which branch you believe to be the most powerful and why. • Differentiate criminal and civil law • Research how the Supreme Court has historically increased its power • Identify how federal court jurisdictions differ from state court jurisdictions • Process of Constitutional Amendments

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CROSS-CURRICULAR/ DIFFERENTIATION: *(What cross-curricular (e.g., writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skills Technology) learning activities are included in this unit that will help achieve the desired results?)* *(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)*	**Cross-Curricular Connections:** **Discipline** **(Standard)** **English Language Arts** **(RI.11-12.1, W.11-12.2.A-E)** Discuss and respond to open-ended responses, conclusions, and analysis of exploratory activities in writing related to current events or the current subject matter. **Differentiation:** General: ● Grouping ● Discussions ● Graphic Organizers ● Project-based Learning ● Anchor Activities Special Education-- Students with IEP/504 Plan: ● Modifications & accommodations as listed in the student's IEP/504 plan ● Modified or reduced assignments ● Working contract between you and student at risk ● Prioritize tasks ● Think in concrete terms and provide hands on tasks ● Anticipate where needs will be ● Break tests down in smaller increments ● NJDOE resources ● Assign a peer tutor to help keep students on task ● Increase one to one time ● Provide modified vocabulary list	**Cross-Curricular Connections:** **Discipline** **(Standard)** **English Language Arts** **(RI.11-12.1, W.11-12.2.A-E)** Discuss and respond to open-ended responses, conclusions, and analysis of exploratory activities in writing related to current events or the current subject matter. **Differentiation:** General: ● Grouping ● Discussions ● Graphic Organizers ● Project-based Learning ● Anchor Activities Special Education-- Students with IEP/504 Plan: ● Modifications & accommodations as listed in the student's IEP/504 plan ● Modified or reduced assignments ● Working contract between you and student at risk ● Prioritize tasks ● Think in concrete terms and provide hands on tasks ● Anticipate where needs will be ● Break tests down in smaller increments ● NJDOE resources ● Assign a peer tutor to help keep students on task ● Increase one to one time ● Provide modified vocabulary list	**Cross-Curricular Connections:** **Discipline** **(Standard)** **English Language Arts** **(RI.11-12.1, W.11-12.2.A-E)** Discuss and respond to open-ended responses, conclusions, and analysis of exploratory activities in writing related to current events or the current subject matter. **Differentiation:** General: ● Grouping ● Discussions ● Graphic Organizers ● Project-based Learning ● Anchor Activities Special Education-- Students with IEP/504 Plan: ● Modifications & accommodations as listed in the student's IEP/504 plan ● Modified or reduced assignments ● Working contract between you and student at risk ● Prioritize tasks ● Think in concrete terms and provide hands on tasks ● Anticipate where needs will be ● Break tests down in smaller increments ● NJDOE resources ● Assign a peer tutor to help keep students on task ● Increase one to one time

	• Provide prelabeled graphic organizers • Provide shortened reading • Preview vocabulary • Provide whiteboard map for mapping • Provide students with an anchor chart on types of government <u>English Language Learners</u>: • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Utilize google translate • Provide limited vocabulary list • Allow a bilingual dictionary • Limit content objectives and expectations • Provide students with a bilingual glossary of select tier 2 vocabulary from the unit (e.g., democracy) <u>Gifted and Talented Students</u>: • Enrichment Activities that are unit specific • Literacy assignments • Models/projects • Create a blog about the unit experience • Choice board. Process should be modified: higher order thinking skills, open-ended thinking, discovery • Expand students' time for free reading	• Provide prelabeled graphic organizers • Provide shortened reading • Preview vocabulary • Provide whiteboard map for mapping • Provide students with an annotated version of the Constitution <u>English Language Learners</u>: • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Utilize google translate • Provide limited vocabulary list • Allow a bilingual dictionary • Limit content objectives and expectations • Provide students with a bilingual version of the Constitution <u>Gifted and Talented Students</u>: • Enrichment Activities that are unit specific • Literacy assignments • Models/projects • Create a blog about the unit experience • Choice board. Process should be modified: higher order thinking skills, open-ended thinking, discovery • Expand students' time for free reading • Utilize debate and Socratic method	• Provide modified vocabulary list • Provide prelabeled graphic organizers • Provide shortened reading • Preview vocabulary • Provide whiteboard map for mapping • Provide students with an anchor chart on the three branches of government <u>English Language Learners</u>: • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Utilize google translate • Provide limited vocabulary list • Allow a bilingual dictionary • Limit content objectives and expectations • Provide students with a pictorial chart of the three branches of government <u>Gifted and Talented Students</u>: • Enrichment Activities that are unit specific • Literacy assignments • Models/projects • Create a blog about the unit experience • Choice board. Process should be modified: higher order thinking skills, open-ended thinking, discovery

	• Utilize debate and Socratic method • Engage students in an independent study of the roots of American government <u>At-Risk Students</u>: • Tiered Interventions following RTI framework • RTI Intervention Bank • Fundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA Online • enVision intervention supports • NJDOE resources • Provide study guides and graphic organizers • Teach essential skills and strategies • Use effort and achievement Rubrics • Encourage students to draw connections between modern events and the principles of democracy	• Allow students to proposed alternative projects on the Constitution <u>At-Risk Students</u>: • Tiered Interventions following RTI framework • RTI Intervention Bank • Fundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA Online • enVision intervention supports • NJDOE resources • Provide study guides and graphic organizers • Teach essential skills and strategies • Use effort and achievement Rubrics • Expose students to current events concerning the Constitution	• Expand students' time for free reading • Utilize debate and Socratic method • Engage students in an independent study of other ways of organizing a republic <u>At-Risk Students</u>: • Tiered Interventions following RTI framework • RTI Intervention Bank • Fundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA Online • enVision intervention supports • NJDOE resources • Provide study guides and graphic organizers • Teach essential skills and strategies • Use effort and achievement rubrics • Show students how the three branches of government are working today

***WHERETO**

W = Help the students know **<u>WHERE</u>** the unit is going and **<u>WHAT</u>** is expected. Help the teacher know **<u>WHERE</u>** the students are coming from (prior knowledge, interests).

H = **<u>HOOK</u>** all students and **<u>HOLD</u>** their interest.

E = **<u>EQUIP</u>** students, help them **<u>EXPERIENCE</u>** the key ideas and **<u>EXPLORE</u>** the issue.

R = Provide opportunities to **<u>RETHINK</u>** and **<u>REVISE</u>** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.
T = **TAILORED** to the different needs, interests, and abilities of learners.
O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

UNIT #: *Unit Title* Number of Days	**Unit 4:** *Civil Liberties and Rights* 15 days	**Unit 5:** *The Political and Election Process* 10 days	**Unit 6:** *State and Local Governments* 10 days
STAGE 1: DESIRED RESULTS ***What will students understand as a result of the unit? What are the BIG ideas?***			
ESTABLISHED GOALS: *(NJSLS)*	**Content Area** 6.1.12.A.4.b 6.1.12.A.4.c 6.1.12.A.5.b 6.1.12.A.7.b 6.1.12.A.14.h 6.1.12.A.16.b **English Language Arts** RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH 11-12.5 RH 11-12.6 **Technology**	**Content Area** 6.1.12.A.2.e 6.1.12.A.14.d 6.1.12.A.14.e 6.1.12.A.14.f 6.1.12.A.16.a **English Language Arts** RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH 11-12.5 RH 11-12.6 **Technology** 8.1.12.C.1	**Content Area** 6.1.12.A.2.b 6.1.12.A.3.g 6.1.12.A.13.c 6.1.12.A.14.e 6.1.12.A.14.g **English Language Arts** RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH 11-12.5 RH 11-12.6 **Technology** 8.1.12.C.1

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ENDURING UNDERSTANDINGS: *(Students will understand that . . .)*	• Throughout history the government has worked to interpret Civil Liberties and Rights to better protect society. • The concepts of free speech and the press. • Equal rights for all Americans have taken decades to achieve • Provisions of the U.S. Constitution's Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals. • The Fourteenth Amendment's equal protection clauses as well as other constitutional provisions have often been used to support the advancement of equality.	• Political parties were formed to provide a political voice to citizens and have evolved through history. • A two party system characterizes the American political process. • Public opinion, media, and interest groups have also evolved to influence the electoral process. • money is contributed to political campaigns from donors. • The function of the electoral college determines who is the United States. • Widely held political ideologies shape policy debates and choices in American policies • The media plays an important role in the political process. • Public opinion is measured through scientific polling, and the results of public opinion	• The state and local sector of the government is just as important as the federal sector. • Citizens can have a great impact on local elections. • Some powers are shared between the national and state governments. • The Constitution denies certain powers to both the national and state governments • Citizens learn the lawmaking process and influence public policy through direct participation. • Counties and cities assist in the local implementation of state laws and programs.

		polls influence public politics and institutions.	
ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*	• How has the interpretation of Civil Rights evolved? • What are considered to be civil rights and who do they affect? • What legal precedents have established rights for all citizens? • Why are there still ongoing struggles for civil rights in the modern era? • How delicate is the balance between individual rights and civil rights for all? • During times of national crisis, is it appropriate to limit civil liberties? • Why did the road to equality of all Americans take so long to achieve? • What branch of government has the biggest on Civil Rights and Civil Liberties?	• How do political parties and elections function? • How does the American electoral process work? • How have voting rights changed over time? • How do presidential and congressional electoral processes differ? • What factors influence political behavior and voting? • How is public opinion measured? • How has the increased availability of mass media changed the daily functions of government/ • What impact does mass media and interest groups have on elections? • What barriers were used to prevent citizens from voting?	• How is government conducted at the state and local level? • Who are the government leaders at the state and local levels? • Who is the current governor of New Jersey? • What is the role of the governor in the state of New Jersey? • How can a citizen become involved in their local elections? • How does the New Jersey constitution compare to the U.S. constitution? • How does local government impact the daily lives of its citizens? • How can citizens influence public policy at the local level?
STAGE 2: ASSESSMENT EVIDENCE ***What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the State Standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]***			
PERFORMANCE TASKS: *(Through what authentic performance tasks will students demonstrate the desired understandings?)* *(By what criteria will performances of understanding be judged?)*	• Group discussions • Oral presentations • Research Projects • Google Slide Presentations • Debates • Simulations • Primary Source Analysis • The creation and analyzing of maps	• Group discussions • Oral presentations • Research Projects • Google Slide Presentations • Debates • Simulations • Primary Source Analysis • The creation and analyzing of maps	• Group discussions • Oral presentations • Research Projects • Google Slide Presentations • Debates • Simulations • Primary Source Analysis • The creation and analyzing of maps

	• Presentation of findings and conclusions in written form • Creation of student-based projects • Students identify and summarize landmark cases and their impact on civil rights and individual liberties; eg. Dred Scott, Plessy v. Ferguson, Brown v Board of Education. • Students review the 13th, 14th, and 15th Amendments and explain their significance for the civil rights movement. • Debate about a relevant issue with the focus on argumentation based on relevant reasoned judgment or facts	• Presentation of findings and conclusions in written form • Creation of student-based projects • Choose a story that is receiving broad media coverage and have students separate into 3 groups with one representing television, one newspaper, and one news magazine. Have students compare the coverage from the various media. • Write a narrative reflective essay comparing types of campaigns in American politics • Students 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.	• Presentation of findings and conclusions in written form • Creation of student-based projects • Compare and contrast the federal, state, and local powers • Debate about a relevant issue with the focus on argumentation based on relevant reasoned judgment or facts
OTHER EVIDENCE: *(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)* *(How will students self-assess their learning?)*	• Homework • Classwork • DBQ's • Rubrics • Benchmark Testing • Quizzes/Tests • Essays • Webquests • Group/individual projects • Teacher Observations • Exit Tickets	• Homework • Classwork • DBQ's • Rubrics • Benchmark Testing • Quizzes/Tests • Essays • Webquests • Group/individual projects • Teacher Observations • Exit Tickets	• Homework • Classwork • DBQ's • Rubrics • Benchmark Testing • Quizzes/Tests • Essays • Webquests • Group/individual projects • Teacher Observations • Exit Tickets

	• Primary and Secondary source passages • Think, Pair, Share	• Primary and Secondary source passages • Think, Pair, Share	• Primary and Secondary source passages • Think, Pair, Share
RESOURCES:	• Supplemental resources • U.S government websites (Library of Congress) • Internet • Primary and Secondary sources • Chromebooks • LCD Projectors • Multimedia presentations • Tiered worksheets • www.icivics.com • Bill of Rights Institute • National Archives • The DBQ Project • Loc.gov • AP Central • Google Translate • Newsela • New Visions • Nearpod • History.com • Facing History • Genocide Watch • PearDeck • Archives.gov • Edpuzzle	• Supplemental resources • U.S government websites (Library of Congress) • Internet • Classroom text series • Primary and Secondary sources • Chromebooks • LCD Projectors • Multimedia presentations • Tiered worksheets • www.icivics.com • Bill of Rights Institute • National Archives • The DBQ Project • Loc.gov • AP Central • Google Translate • Newsela • New Visions • Nearpod • History.com • Facing History • Genocide Watch • PearDeck • Archives.gov • Edpuzzle	• Supplemental resources • U.S government websites (Library of Congress) • Internet • Classroom text series • Primary and Secondary sources • Chromebooks • LCD Projectors • Multimedia presentations • Tiered worksheets • www.icivics.com • Bill of Rights Institute • National Archives • The DBQ Project • Loc.gov • AP Central • Google Translate • Newsela • New Visions • Nearpod • History.com • Facing History • Genocide Watch • PearDeck • Archives.gov • Edpuzzle
STAGE 3: LEARNING PLAN ***What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERETO* acronym to consider key design elements.***			
SKILLS AND TOPICS:	• Explain every citizen's right to be treated equally under the law	• Investigate the controversy surrounding the Electoral College	• Identify and define the important services provided by local governments

(What specific activities will students do and what skills will students know as a result of the unit?)	• Provide examples of how the 14th amendment has expanded equal treatment in the United States • Examining the differences between civil rights and civil liberties • Analyzing the significance of the 1st amendment	• Compare the modern Democratic and Republican parties • Describe the different types of primary elections • Evaluate the roles and influences of political parties and interest groups	• Examine the structure of local governments in New Jersey: Cities and Counties • Limitations of State and Local and governments
CROSS-CURRICULAR / DIFFERENTIATION: *(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skills Technology) learning activities are included in this unit that will help achieve the desired results?)* *(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)*	**Cross-Curricular Connections:** **Discipline** **(Standard)** **English Language Arts** **(RI.11-12.1, W.11-12.2.A-E)** Discuss and respond to open-ended responses, conclusions, and analysis of exploratory activities in writing related to current events or the current subject matter. **Differentiation:** General: • Grouping • Discussions • Graphic Organizers • Project-based Learning • Anchor Activities Special Education-- Students with IEP/504 Plan: • Modifications & accommodations as listed in the student's IEP/504 plan • Modified or reduced assignments	**Cross-Curricular Connections:** **Discipline** **(Standard)** **English Language Arts** **(RI.11-12.1, W.11-12.2.A-E)** Discuss and respond to open-ended responses, conclusions, and analysis of exploratory activities in writing related to current events or the current subject matter. **Differentiation:** General: • Grouping • Discussions • Graphic Organizers • Project-based Learning • Anchor Activities Special Education-- Students with IEP/504 Plan: • Modifications & accommodations as listed in the student's IEP/504 plan • Modified or reduced assignments • Working contract between you and student at risk	**Cross-Curricular Connections:** **Discipline** **(Standard)** **English Language Arts** **(RI.11-12.1, W.11-12.2.A-E)** Discuss and respond to open-ended responses, conclusions, and analysis of exploratory activities in writing related to current events or the current subject matter. **Differentiation:** General: • Grouping • Discussions • Graphic Organizers • Project-based Learning • Anchor Activities Special Education-- Students with IEP/504 Plan: • Modifications & accommodations as listed in the student's IEP/504 plan • Modified or reduced assignments

	• Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources • Assign a peer tutor to help keep students on task • Increase one to one time • Provide modified vocabulary list • Provide prelabeled graphic organizers • Provide shortened reading • Preview vocabulary • Provide whiteboard map for mapping • Give students an anchor chart on civil liberties <u>English Language Learners</u>: • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Utilize google translate • Provide limited vocabulary list • Allow a bilingual dictionary • Limit content objectives and expectations • Provide students with a pictorial chart of civil liberties <u>Gifted and Talented Students</u>:	• Prioritize tasks • Think in concrete terms and provide hands on tasks • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources • Assign a peer tutor to help keep students on task • Increase one to one time • Provide modified vocabulary list • Provide prelabeled graphic organizers • Provide shortened reading • Preview vocabulary • Provide whiteboard map for mapping • Provide electoral map from last election <u>English Language Learners</u>: • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Utilize google translate • Provide limited vocabulary list • Allow a bilingual dictionary • Limit content objectives and expectations • Provide bilingual electoral map <u>Gifted and Talented Students</u>: • Enrichment Activities that are unit specific • Literacy assignments	• Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources • Assign a peer tutor to help keep students on task • Increase one to one time • Provide modified vocabulary list • Provide prelabeled graphic organizers • Provide shortened reading • Preview vocabulary • Provide whiteboard map for mapping • Provide students with an organizational chart of the government of Elmwood Park <u>English Language Learners</u>: • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Utilize google translate • Provide limited vocabulary list • Allow a bilingual dictionary • Limit content objectives and expectations • Provide students with a bilingual organization chart of the government of Elmwood Park

	• Enrichment Activities that are unit specific • Literacy assignments • Models/projects • Create a blog about the unit experience • Choice board. Process should be modified: higher order thinking skills, open-ended thinking, discovery • Expand students' time for free reading • Utilize debate and Socratic method • Engage students in a debate on current issues with civil liberties <u>At-Risk Students</u>: • Tiered Interventions following RTI framework • RTI Intervention Bank • Fundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA Online • enVision intervention supports • NJDOE resources • Provide study guides and graphic organizers • Teach essential skills and strategies • Use effort and achievement Rubrics • Engage students with civil rights issues in the news	• Models/projects • Create a blog about the unit experience • Choice board. Process should be modified: higher order thinking skills, open-ended thinking, discovery • Expand students' time for free reading • Utilize debate and Socratic method • Engage students in brainstorming ideas for election reform <u>At-Risk Students</u>: • Tiered Interventions following RTI framework • RTI Intervention Bank • Fundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA Online • enVision intervention supports • NJDOE resources • Provide study guides and graphic organizers • Teach essential skills and strategies • Use effort and achievement Rubrics • Have students examine the process of the most recent election	<u>Gifted and Talented Students</u>: • Enrichment Activities that are unit specific • Literacy assignments • Models/projects • Create a blog about the unit experience • Choice board. Process should be modified: higher order thinking skills, open-ended thinking, discovery • Expand students' time for free reading • Utilize debate and Socratic method • Have students attend a school board meeting and report on the process <u>At-Risk Students</u>: • Tiered Interventions following RTI framework • RTI Intervention Bank • Fundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA Online • enVision intervention supports • NJDOE resources • Provide study guides and graphic organizers • Teach essential skills and strategies • Use effort and achievement rubrics

			• Engage students with a field trip to a local governmental agencyh

***WHERETO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.