

Keansburg School District - Curriculum Guide

Civics

Elective

Keansburg High School

2.5 Credits

Half Year (Paired with Street Law)

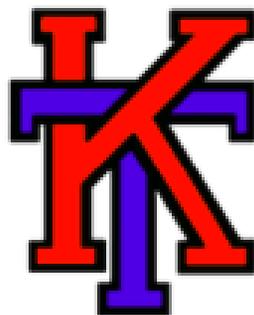


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Statement of Purpose

The Civics course reinforces cultural, economic, political, and social developments that shape our national government and the role Americans citizens play in it.

Summary of the Course

The Civics course adheres to the standards established by the New Jersey Core Curriculum Content Standards. This course reinforces cultural, economic, political, and social developments that shape our national government. After completing this course, students will increase their understanding of the operation and components of American government, as well as the civic responsibilities of an American citizen. These concepts will be reinforced through analysis of historical evidence, interpretation of modern issues and current events.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

Pacing Guide

Unit	<u>Timeframe</u>	<u>Title of Unit</u>
	# of Blocks/Weeks	
1	6 Blocks	Foundations of Citizenship
2	16 Blocks	The Constitution
3	23 Blocks	Federal, State, and Local Governments

Unit 1: Foundations of Citizenship

Summary of the Unit: Americans show great variation in the places we live and how we live. Our shared belief in equality, freedom, and justice forms the glue that holds our diverse nation together. Americans learn these shared values by participating in five basic social institutions: family, religion, education, the economy, and government. In this unit students will explore the rights, duties, and responsibilities of American citizenship and will begin to build the foundation to become active citizens.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit: RESOURCES AVAILABLE [HERE](#)

Including but not limited to

[Summative Assessments](#)

[Alternative Assessments](#)

[Formative Assessments](#)

- Presentations & Projects
- Open-ended Responses
- Analysis of Exploratory Activities
- Interim and Benchmark Assessments

Instructional Materials:

- Chapters/Topics from Textbook
 - A Portrait of Americans
 - American Society and Its Values
 - The Meaning of Citizenship
- Additional Materials
 - American citizenship test
 - Primary and Secondary Sources
 - www.icivics.org
 - Various Current Event clips

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
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<p><i>Values, Duties, and Responsibilities</i></p>	<p>6 Blocks</p>	<ul style="list-style-type: none"> ● Examine how our varied backgrounds contribute to what it means to be a United States citizen ● Describe the basic values that unite us as a nation ● Identify American economic freedoms ● Define who a citizen is and how a person becomes an American citizen ● Explain some of the many rights guaranteed to American citizens ● Find out about some of the responsibilities of citizenship ● Research and analyze current events related to applicable content 	<ul style="list-style-type: none"> ● What it Means to Be A Citizen Guided Notes ● American Citizenship Test ● Values, Duties, and Responsibilities Presentation Project and Skit ● Values, Duties, and Responsibilities Choiceboard 	<p>6.3.12.CivicsPD.1 6.1.12.CivicsPI.3.a 6.1.12.CivicsDP.14.a 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8</p>
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Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

- **Students with Disabilities & 504:** Utilize modifications & accommodations delineated in the student’s IEP. Work with a partner. Maintain adequate space between desks. Introduce key vocabulary before lesson. Use multi-sensory teaching approaches. Provide concrete examples. Use a scribe for nonwriters. Allow answers to be given orally or dictated. Pre-teaching and reteaching skills and concepts. Shorten assignments to focus on mastery of key concepts. Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- **English Language Learners:** Use graphic organizers. Speak and display terminology. Teacher modeling. Peer modeling. Provide ELL students with multiple literacy strategies. Word walls. Use peer readers. Give page numbers to help the students find answers. Provide a computer for written

work. Provide visual aides. Provide additional time to complete a task. Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <https://wida.wisc.edu/teach/can-do/descriptors>

- **Bilingual:** Social Studies Word Wall, allow students to point, show, and draw, dramatization, model activities, extra time, sentence frames, use of cognates, pictures, choral response, hands on activities, vocabulary games, yes/no questions, manipulatives, tpr (total physical response). Repetition, simplify language (use shorter phrases), visual word banks, limited use of idioms, metaphors and words with multiple meanings, use of cognates.
- **Gifted Students:** Use multiple intelligences to demonstrate knowledge about this unit’s standard, implement the Stock Market game to track profit/loss in monetary terms and demonstrate understanding of global events both past and present. Use the RAFT(role, audiende, format, topic) technique to elevate student understanding of important historical events, use audio/visual tools to create digital media projects based on historical events or aricss, use online museum resources to view and study historical artists, create an interactive website based on concepts of study, participation in the Geography Bee, utilize and practice forensics and debate for concepts of study.
- **RTI:** Use graphic organizers. Use visual demonstrations, illustrations, and models. Give directions/instructions verbally and in simple written format. Oral prompts can be given. Teachers may modify instructions by modeling what the student is expected to do. Review behavior expectations and make adjustments for personal space or other behaviors as needed. Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community. Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

Suggested Technological Innovations/ Use:

- Teacher supplemented digital text
- Teacher created PowerPoint
- Teacher created NearPods
- Digital Assessments
- Digital completion activities
- Content-related websites
- Internet
- WebQuests
- ThinkQuest

- Interactive maps
- Google apps, Google Docs
- Prezis
- Wikis
- Video streaming
- Podcasting

Interdisciplinary Connections & 21st Century Connections:

21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

This course will allow students to explore content with interdisciplinary activities from English, Language Arts, Mathematical and numeracy skills.

Career Ready Practices

- Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.
 - CRP1 - Act as a responsible and contributing citizen and employee
 - CRP2 - Apply appropriate academic and technical skills
 - CRP4 - Communicate clearly and effectively and with reason
 - CRP5 - Consider the environmental, social and economic impacts of decisions
 - CRP6 - Demonstrate creativity and innovation
 - CRP7 - Employ valid and reliable research strategies
 - CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them
 - CRP9 - Model integrity, ethical leadership and effective management
 - CRP11 - Use technology to enhance productivity
 - CRP12 - Work productively in teams while using cultural global competence

Financial Literacy

- 9.1.12.A.5 - Analyze how the economic, social, and political conditions of a time period can affect the labor market
- 9.1.12.A.8 - Analyze different forms of currency and how currency is used to exchange goods and services
- 9.1.12.F.1 - Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities

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- 9.1.12.F.3 - Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services
- 9.1.12.F.6 - Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives

English Language Standards

- The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.
 - RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
 - RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
 - RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
 - RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
 - RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
 - W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.
 - W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Mathematics Standards

- The standards define general, cross-disciplinary mathematical expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.
 - N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling (Activities)
 - S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (Activities, Primary Sources)
 - S-IC.B.6 Evaluate reports based on data (Activities, Primary Sources)

Science Standards

- The standards define general, cross-disciplinary scientific expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.
 - 1.HS-15.12.1.CC-2 Modern civilization depends on major technological systems.
 - 1.HS-15.12.1.DCI-1 Resource availability has guided the development of human society.

Unit 2: The Constitution

Summary of the Unit: The roots of our nation's government can be traced back to the traditions of ancient Greece and Rome and to England's Magna Carta and Bill of Rights. Colonial political traditions and the ideas of colonial leaders also shaped the new government after independence. Unhappy with the role of government as outlined by the weak Articles of the Confederation, American leaders wrote a new constitution. Several states agreed to ratify the Constitution only if citizens' rights were specifically protected. These protections, the first ten amendments to the Constitution, became known as the Bill of Rights.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit: RESOURCES AVAILABLE [HERE](#)

Including but not limited to

[Summative Assessments](#)

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[Formative Assessments](#)

- Quizzes
- Tests
- Presentations & Projects
- Open-ended Responses
- Analysis of Exploratory Activities
- Interim and Benchmark Assessments

Instructional Materials:

- Chapters/Topics from Textbook
 - America's Political Heritage
 - Created the Constitution
 - The Bill of Rights
 - Our Enduring Constitution
- Additional Materials
 - Articles of Confederation
 - The Constitution
 - The Declaration of Independence
 - The Bill of Rights
 - Bill of Rights Case Studies
 - Supreme Court Rulings on Cases Involving the Bill of Rights
 - www.icivics.org

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- *Training Day* Clips
- Various Current Event clips

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
America's Political Heritage	2 Blocks	<ul style="list-style-type: none"> ● Review how the Americans organized a new government and the process behind it ● Research and analyze current events related to applicable content 	<ul style="list-style-type: none"> ● Constitutional Convention Guided Notes ● Constitutional Convention Vocabulary 	6.1.12.CivicsPI.3.a 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8
The Constitution	4 Blocks	<ul style="list-style-type: none"> ● Describe the powers granted to the executive, legislative, and judicial branches ● Analyze the goals of our government stated in the Preamble to the Constitution ● Examine the principles of limited government ● Research and analyze current events related to applicable content 	<ul style="list-style-type: none"> ● Preamble of the Constitution Meaning Breakdown Assignment ● Summary of the Articles of the Constitution ● Introduction to Checks and Balances Chart ● Separations of Powers Roleplay Assignment 	6.1.12.CivicsPI.14.b 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8
The Bill of Rights	10 Blocks	<ul style="list-style-type: none"> ● Define the first ten amendments of the Constitution ● Examine the limitations on the Bill of Rights Americans can experience ● Compare and contrast rights in school and rights out of school 	<ul style="list-style-type: none"> ● Bill of Rights Chart and Guided Notes ● Limitations on the Bill of Rights Guided Notes ● Bill of Rights Scenarios ● Do You Have A Right: Bill of Rights Edition (iCivics) ● Cop, Cars, and the Constitution Assignment 	6.3.12.HistoryCA.1 6.1.12.HistoryCA.14.b 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8

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		<ul style="list-style-type: none"> Analyze Supreme Court decisions involving cases about the Bill of Rights Research one of the Bill of Rights Create a poster of your assigned amendment in the Bill of Rights Research and analyze current events related to applicable content 	<ul style="list-style-type: none"> Bill of Rights in School Scenarios Supreme Court and the Bill of Rights Stations Activity Bill of Rights Poster Project 	
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Financial Literacy

- 9.1.12.A.5 - Analyze how the economic, social, and political conditions of a time period can affect the labor market
- 9.1.12.A.8 - Analyze different forms of currency and how currency is used to exchange goods and services
- 9.1.12.F.1 - Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities
- 9.1.12.F.3 - Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services
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- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.
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 - N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling (Activities)
 - S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (Activities, Primary Sources)
 - S-IC.B.6 Evaluate reports based on data (Activities, Primary Sources)

Science Standards

- The standards define general, cross-disciplinary scientific expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.
 - 1.HS-15.12.1.CC-2 Modern civilization depends on major technological systems.
 - 1.HS-15.12.1.DCI-1 Resource availability has guided the development of human society.

Unit 3: Federal, State, and Local Governments

Summary of the Unit: The Constitution established three separate branches of government - legislative, executive, and judicial. By dividing power in a system of checks and balances, the Framers wanted to prevent any one branch of government from abusing its power. Each branch has its own responsibilities as well as the ability to check and balance other two branches. In this unit, students will explore the work of each branch of the federal government and recognize how the three branches work together as an effective team. Additionally, students will learn how state and local governments are organized and what powers they have.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit: RESOURCES AVAILABLE [HERE](#)

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[Formative Assessments](#)

- Quizzes
- Tests
- Presentations & Projects
- Open-ended Responses
- Analysis of Exploratory Activities
- Interim and Benchmark Assessments

Instructional Materials:

- Chapters/Topics from Textbook
 - The Legislative Branch
 - The Executive Branch
 - The Judicial Branch
 - State Government
 - Local Government
- Additional Materials:
 - Primary and Secondary Sources
 - www.icivics.org
 - www.house.gov
 - www.senate.gov

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- *House of Cards* clips
- Various Current Event clips

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
The Legislative Branch	10 Blocks	<ul style="list-style-type: none"> ● Explain the jobs of representatives and senators ● Identify the requirements, salaries, and benefits for being a representative or senator ● Describe the powers given to Congress ● Identify limits on the powers of Congress ● Identify the leaders of both houses of Congress ● Describe the work of congressional committees ● Examine the process of stopping a bill from being passed ● Explain how compromise bills are accepted and become law and how a bill dies in a committee ● Research and analyze current events related to applicable content 	<ul style="list-style-type: none"> ● Legislative Branch Vocabulary ● Making Laws Webquest ● Congress Guided Notes ● Power of Congress Guided Reading ● Organization of Congress Guided Reading ● Committees Research Assignment ● Bill Proposal Chart ● icivics Assignments 	6.1.12.CivicsPI.3.a 6.1.12.CivicsPI.14.a 6.1.12.CivicsPI.14.d 6.1.12.CivicsPD.14.a 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8
The Executive Branch	4 Blocks	<ul style="list-style-type: none"> ● Describe the various roles of the President ● Identify which of the President’s roles have been created by tradition 	<ul style="list-style-type: none"> ● Executive Branch Vocabulary ● Executive Command (iCivics) ● Cabinet Member Scenario Assignment 	6.1.12.CivicsPI.14.a 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1

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		<ul style="list-style-type: none"> Identify the executive departments Discuss how government leaders seek a balance between strong presidential leadership and how past Presidents have used the power of the office Research and analyze current events related to applicable content 	<ul style="list-style-type: none"> Executive Orders Activity icivics Assignments 	<p>9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8</p>
The Judicial Branch	6 Blocks	<ul style="list-style-type: none"> Contrast and compare the roles of state courts and federal courts Discuss the role of the court of appeals Consider the purpose of the Supreme Court Examine the jobs of federal judges Analyze the importance of judicial review Explore some of the influences on judicial decision making Describe how the Supreme Court is a changing court Give examples of the relationship between the Supreme Court and the other branches of government Research and analyze current events related to applicable content 	<ul style="list-style-type: none"> Judicial Branch Vocabulary The Organization of Federal Courts Guided Notes Court of Appeals Handout Legal Issues and the Internet Handout Violent Video Games and Free Speech Handout Supreme Court Guided Reading Questions Supreme Court Role Playing Activity icivics Assignments 	<p>6.1.12.CivicsPR.2.a 6.1.12.CivicsPI.14.c 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8</p>
State Government	2 Blocks	<ul style="list-style-type: none"> Research information on New Jersey's governmental structure and how it compares to other states 	<ul style="list-style-type: none"> The State of New Jersey's Government Assignment 	<p>6.1.12.CivicsPI.3.a 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1</p>

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		<ul style="list-style-type: none"> Research and analyze current events related to applicable content 		9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8
Local Government	1 Block	<ul style="list-style-type: none"> Investigate information about Keansburg's local government Research and analyze current events related to applicable content 	<ul style="list-style-type: none"> Keansburg's Government and History Assignment 	6.1.12.CivicsPl.3.a 9.1.12.CFR.4 9.1.12.EG.5 9.1.12.FP.3 9.2.12.CAP.14 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CT.4 9.4.12.IML.8

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

- Students with Disabilities & 504:** Utilize modifications & accommodations delineated in the student's IEP. Work with a partner. Maintain adequate space between desks. Introduce key vocabulary before lesson. Use multi-sensory teaching approaches. Provide concrete examples. Use a scribe for nonwriters. Allow answers to be given orally or dictated. Pre-teaching and reteaching skills and concepts. Shorten assignments to focus on mastery of key concepts. Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- English Language Learners:** Use graphic organizers. Speak and display terminology. Teacher modeling. Peer modeling. Provide ELL students with multiple literacy strategies. Word walls. Use peer readers. Give page numbers to help the students find answers. Provide a computer for written work. Provide visual aides. Provide additional time to complete a task. Students will be supported according to the recommendations for "can do's" as outlined by WIDA - <https://wida.wisc.edu/teach/can-do/descriptors>
- Bilingual:** Social Studies Word Wall, allow students to point, show, and draw, dramatization, model activities, extra time, sentence frames, use of cognates, pictures, choral response, hands on activities, vocabulary games, yes/no questions, manipulatives, tpr (total physical response). Repetition, simplify language (use shorter phrases), visual word banks, limited use of idioms, metaphors and words with multiple meanings, use of cognates.

- **Gifted Students:** Use multiple intelligences to demonstrate knowledge about this unit's standard, implement the Stock Market game to track profit/loss in monetary terms and demonstrate understanding of global events both past and present. Use the RAFT(role, audiende, format, topic) technique to elevate student understanding of important historical events, use audio/visual tools to create digital media projects based on historical events or aricss, use online museum resources to view and study historical artists, create an interactive website based on concepts of study, participation in the Geography Bee, utilize and practice forensics and debate for concepts of study.
- **RTI:** Use graphic organizers. Use visual demonstrations, illustrations, and models. Give directions/instructions verbally and in simple written format. Oral prompts can be given. Teachers may modify instructions by modeling what the student is expected to do. Review behavior expectations and make adjustments for personal space or other behaviors as needed. Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- **English Language Learners:** Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).
- **Gifted Students:** Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

Suggested Technological Innovations/ Use:

- Teacher supplemented digital text
- Teacher created PowerPoint
- Teacher created NearPods
- Digital Assessments
- Digital completion activities
- Content-related websites
- Internet
- WebQuests
- ThinkQuest
- Interactive maps

- Google apps, Google Docs
- Prezis
- Wikis
- Video streaming
- Podcasting

Interdisciplinary Connections & 21st Century Connections:

21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

This course will allow students to explore content with interdisciplinary activities from English, Language Arts, Mathematical and numeracy skills.

Career Ready Practices

- Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.
 - CRP1 - Act as a responsible and contributing citizen and employee
 - CRP2 - Apply appropriate academic and technical skills
 - CRP4 - Communicate clearly and effectively and with reason
 - CRP5 - Consider the environmental, social and economic impacts of decisions
 - CRP6 - Demonstrate creativity and innovation
 - CRP7 - Employ valid and reliable research strategies
 - CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them
 - CRP9 - Model integrity, ethical leadership and effective management
 - CRP11 - Use technology to enhance productivity
 - CRP12 - Work productively in teams while using cultural global competence

Financial Literacy

- 9.1.12.A.5 - Analyze how the economic, social, and political conditions of a time period can affect the labor market
- 9.1.12.A.8 - Analyze different forms of currency and how currency is used to exchange goods and services
- 9.1.12.F.1 - Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities
- 9.1.12.F.3 - Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services

- 9.1.12.F.6 - Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives

English Language Standards

- The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.
 - RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
 - RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
 - RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
 - RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
 - RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
 - W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.
 - W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Mathematics Standards

- The standards define general, cross-disciplinary mathematical expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.
 - N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling (Activities)
 - S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (Activities, Primary Sources)
 - S-IC.B.6 Evaluate reports based on data (Activities, Primary Sources)

Science Standards

- The standards define general, cross-disciplinary scientific expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.
 - 1.HS-15.12.1.CC-2 Modern civilization depends on major technological systems.
 - 1.HS-15.12.1.DCI-1 Resource availability has guided the development of human society.