



**Grade 11 AP United States Government and Politics
Curriculum Guide
June 2022 Revised**

Dr. Mark Toback, Superintendent

*This curriculum may be modified through varying techniques,
strategies, and materials as per an individual student's
Individualized Educational Plan (IEP)*

**Approved by the Wayne Township Board of Education at the
regular meeting held on November 15, 2018.**

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies 11th Grade AP United States Government and Politics
Unit Plan Title:	Unit I: Foundations of American Democracy
Time Frame	3 Weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>NJ State Learning Standards - Social Studies</p> <p>1. Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p> <p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
<p>In this unit, students will trace the creation of the Constitution and examine how it has impacted the American political system. They will be able to identify the important historical and philosophical ideas and preferences regarding popular sovereignty and limited government. Students will also be able to trace how the compromises made during the Constitutional Convention and ratification debates have become a source of conflict in U.S. politics over the proper balance between individual freedom, social order, and equality of opportunity.</p>	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
<p>NJSLS:</p> <p>1. Developing Questions and Planning Inquiry</p>	

2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

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.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Intended Outcomes - {Essential Questions}

- How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
- How have theory, debate, and compromise influenced the U.S. Constitutional system?
- How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the U.S.?

Enduring Understandings

- **Liberty and Order 1:** A balance between governmental power and individual rights has been a hallmark of American political development.
- **Constitutionalism 1:** The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.
- **Constitutionalism 2:** Federalism reflects the dynamic distribution of power between national and state governments.
- **Competing Policy-Making Interests 1:** The Constitution created a competitive policy-making process to ensure the people’s will is represented and that freedom is preserved.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.
- Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.
- Explain how Federalist and Anti Federalist views on central government and democracy are reflected in U.S. foundational documents.
- Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states.
- Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.
- Explain the constitutional principles of separation of powers and checks and balances.
- Explain the implications of separation of powers and checks and balances for the U.S. political system.
- Explain how societal needs affect the constitutional allocation of power between the national and state governments.
- Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.
- Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.

**Assessments (Pre, Formative, Summative, Other)
assessments with an ***

Denote required common

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ*

Common Final Exam*

Alternative: Student Project Choice: Video, Presentation, Research Paper

Teaching and Learning Activities

Activities

- Critique Reasoning
- Socratic Discussion
- Debate
- Looking for Patterns
- Discussion Group
- Debriefing
- Fishbowl
- Create Representation
- Jigsaw
- Quickwrite
- Think-Pair-Share
- Close Reading
- Self/ Peer Revision
- Graphic Organizer

Differentiation Strategies

- Mixed grouping by interest or ability
- Leveled materials and tiered assignments
- Small group or one-to-one remediation as necessary
- Guided research during projects and papers
- Guided comprehension using direct instruction of reading strategies – before, during and after reading
 - Monitor metacognition (thinking about one’s thinking)
 - Guided visualization
 - Access prior knowledge
 - Guided summary
- Audio version of literature with or without read along material
- Support concepts with video with or without read along material
- Provide options for performance assessments
 - Projects
 - Alternative test formats
 - Varied writing formats
 - Presentations
 - Oral assessments

Allow the use of technological support whenever possible/necessary – computers, word processors, tablets, and/or other mobile devices.

	Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students
<i>Windows/Honors</i>	N/A

Resources

- AP college-level textbooks that meet the content requirements of the AP course
- Federalist No. 10 The Same Subject Continued – The Utility of the Union as a Safeguard Against Domestic Faction and Insurrection <http://teachingamericanhistory.org/library/document/federalist-no-10/>
- Brutus No. 1 To the Citizens of the State of New-York <http://teachingamericanhistory.org/library/document/brutus-i/>
- The Declaration of Independence http://www.archives.gov/exhibits/charters/declaration_transcript.html
- The Articles of Confederation <http://www.ushistory.org/documents/confederation.htm>
- The Constitution of the United States (including the Bill of Rights and subsequent Amendments) <http://constitutioncenter.org/interactive-constitution>
- *McCulloch v. Maryland* (1819) Established supremacy of the U.S. Constitution and federal laws over state laws
- *United States v. Lopez* (1995) Congress may not use the commerce clause to make possession of a gun in a school zone a federal crime
- Federalist No. 51 The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments <http://teachingamericanhistory.org/library/document/federalist-no-51/>

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies 11th Grade AP United States Government and Politics
Unit Plan Title:	Unit 2: Interactions Among Branches of Government
Time Frame	3 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

NJ State Learning Standards - Social Studies

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in

conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

6.1 U.S. History: America in the World:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

[NJ Anchor Standards for Reading Grades 11-12](#)

[Companion Progress Indicators for Reading History Grades 11-12](#)

[Career Readiness Standards](#)

Unit Overview

In this unit, students will dig deep into the three key institutions of the federal government, which are Congress, the presidency, and the courts. They will learn how and why the Constitution grants specific powers to Congress, the president, and the courts, and in addition, how each branch exercises informal powers.

Standard Number(s) * i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

NJSLS:

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence

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.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

• 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.

6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power

6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

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).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Intended Outcomes - {Essential Questions}

- How do the branches of the national government compete and cooperate in order to govern?
- To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?

Enduring Understandings

- **Constitutionalism 3:** The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.
- **Constitutionalism 4:** The presidency has been enhanced beyond its expressed constitutional powers.
- **Constitutionalism 5:** The design of the judicial branch protects the Supreme Court's independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice.
- **Competing Policy-Making Interest 2:** The federal bureaucracy is a powerful institution implementing federal policies with sometimes questionable accountability.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Describe the different structures, powers, and functions of each house of Congress.
- Explain how the structure, powers, and functions of both houses of Congress affect the policymaking process.
- Explain how congressional behavior is influenced by election processes, partisanship, and divided government.
- Explain how the president can implement a policy agenda.
- Explain how the president's agenda can create tension and frequent confrontations with Congress.
- Explain how presidents have interpreted and justified their use of formal and informal powers.
- Explain how communication technology has changed the president's relationship with the national constituency and the other branches.
- Explain the principle of judicial review and how it checks the power of other institutions and state governments.
- Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court's power.
- Explain how other branches in the government can limit the Supreme Court's power.
- Explain how the bureaucracy carries out the responsibilities of the federal government.
- Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation.
- Explain how Congress uses its oversight power in its relationship with the executive branch.
- Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.
- Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.

Assessments (Pre, Formative, Summative, Other) assessments with an *

Denote required common

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ*

Common Final Exam*

Teaching and Learning Activities

<p><i>Activities</i></p>	<ul style="list-style-type: none"> ● Critique Reasoning ● Socratic Discussion ● Debate ● Looking for Patterns ● Discussion Group ● Debriefing ● Fishbowl ● Create Representation ● Jigsaw ● Quickwrite ● Think-Pair-Share ● Close Reading ● Self/ Peer Revision ● Graphic Organizer
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Mixed grouping by interest or ability ● Leveled materials and tiered assignments ● Small group or one-to-one remediation as necessary ● Guided research during projects and papers ● Guided comprehension using direct instruction of reading strategies – before, during and after reading <ul style="list-style-type: none"> ○ Monitor metacognition (thinking about one’s thinking) ○ Guided visualization ○ Access prior knowledge ○ Guided summary ● Audio version of literature with or without read along material ● Support concepts with video with or without read along material ● Provide options for performance assessments <ul style="list-style-type: none"> ○ Projects ○ Alternative test formats ○ Varied writing formats ○ Presentations ○ Oral assessments <p>Allow the use of technological support whenever possible/necessary – computers, word processors, tablets, and/or other mobile devices.</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p>
<p><i>Windows/Honors</i></p>	<p>N/A</p>

Resources

- AP college-level textbooks that meet the content requirements of the AP course

- *Baker v. Carr* (1961) Opened the door to equal protection challenges to redistricting and the development of the “one person, one vote” doctrine by ruling that challenges to redistricting did not raise “political questions” that would keep federal courts from reviewing such challenges
- *Shaw v. Reno* (1993) Legislative redistricting must be conscious of race and ensure compliance with the Voting Rights Act of 1965
- Federalist No. 70 The Executive Department Further Considered
<http://teachingamericanhistory.org/library/document/federalist-no-70/>
- Federalist No. 78 The Judiciary Department
<http://teachingamericanhistory.org/library/document/federalist-no-78/>
- *Marbury v. Madison* (1803) Established the principle of judicial review empowering the Supreme Court to nullify an act of the legislative or executive branch that violates the Constitution

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies 11th Grade AP United States Government and Politics
Unit Plan Title:	Unit 3: Civil Liberties and Civil Rights
Time Frame	4 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

NJ State Learning Standards - Social Studies

Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

6.1 U.S. History: America in the World:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

[NJ Anchor Standards for Reading Grades 11-12](#)

[Companion Progress Indicators for Reading History Grades 11-12](#)

[Career Readiness Standards](#)

Unit Overview

In this unit students will learn how citizens and groups have made attempts to prevent national and state governments from infringing upon individual rights and from denying equal protection under the law. A

strong emphasis will be placed on the Bill of Rights and the Fourteenth Amendment and how these legal protections have been used to block reforms and restrict freedoms of others in the name of social order.

Standard Number(s) * i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

NJSLS:

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources

6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans' ability to participate in influencing governmental policies.

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

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

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).

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development;

Intended Outcomes - {Essential Questions}

- To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
- How have U.S. Supreme Court rulings defined civil liberties and civil rights?

Enduring Understandings

- **Liberty and Order 2:** 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.
- **Liberty and Order 3:** Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment's due process clause to prevent state infringement of basic liberties.

- **Civic Participation in a Representative Democracy 1:** The Fourteenth Amendment's equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality.
- **Competing Policy-Making Interests 3:** Public policy promoting civil rights is influenced by citizen–state interactions and constitutional interpretation over time.
- **Constitutionalism 6:** The Supreme Court's interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen–state interactions. At times, it has restricted minority rights and, at others, protected them.

In this unit plan, the following 21st Century themes and skills are addressed.

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<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Explain how the U.S. Constitution protects individual liberties and rights.
- Describe the rights protected in the Bill of Rights.
- Explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty.
- Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.
- Explain the implications of the doctrine of selective incorporation.
- Explain the extent to which states are limited by the due process clause from infringing upon individual rights.
- Explain how constitutional provisions have supported and motivated social movements
- Explain how the government has responded to social movements.
- Explain how the Supreme Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.

Assessments (Pre, Formative, Summative, Other)
assessments with an *

Denote required common

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ*

Common Final Exam*

Alternative: Student Project Choice: Video, Presentation, Research Paper

Teaching and Learning Activities

Activities

- Critique Reasoning
- Socratic Discussion
- Debate
- Looking for Patterns
- Discussion Group
- Debriefing
- Fishbowl
- Create Representation
- Jigsaw
- Quickwrite
- Think-Pair-Share
- Close Reading
- Self/ Peer Revision
- Graphic Organizer

Differentiation Strategies

- Mixed grouping by interest or ability
- Leveled materials and tiered assignments
- Small group or one-to-one remediation as necessary
- Guided research during projects and papers
- Guided comprehension using direct instruction of reading strategies – before, during and after reading
 - Monitor metacognition (thinking about one’s thinking)
 - Guided visualization
 - Access prior knowledge
 - Guided summary
- Audio version of literature with or without read along material
- Support concepts with video with or without read along material
- Provide options for performance assessments
 - Projects
 - Alternative test formats
 - Varied writing formats
 - Presentations
 - Oral assessments

Allow the use of technological support whenever possible/necessary – computers, word processors, tablets, and/or other mobile devices.

[Differentiation Strategies for Special Education Students](#)

[Differentiation Strategies for Gifted and Talented Students](#)

[Differentiation Strategies for ELL Students](#)

[Differentiation Strategies for At Risk Students](#)

Windows/Honors

N/A

Resources

- AP college-level textbooks that meet the content requirements of the AP course
- *Engel v. Vitale* (1962) School sponsorship of religious activities violates the establishment clause
- *Wisconsin v. Yoder* (1972) Compelling Amish students to attend school past the eighth grade violates the free exercise clause
- *Tinker v. Des Moines Independent Community School District* (1969) Public school students have the right to wear black armbands in school to protest the Vietnam War
- *New York Times Co. v. United States* (1971) Bolstered the freedom of the press, establishing a “heavy presumption against prior restraint” even in cases involving national security
- *Schenck v. United States* (1919) Speech creating a “clear and present danger” is not protected by the First Amendment
- *Gideon v. Wainwright* (1963) Guaranteed the right to an attorney for the poor or indigent
- *Roe v. Wade* (1973) Extended the right of privacy to a woman’s decision to have an abortion
- *McDonald v. Chicago* (2010) The Second Amendment right to keep and bear arms for self-defense is applicable to the states
- Letter from a Birmingham Jail (Martin Luther King, Jr.)
http://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf
- *Brown v. Board of Education* (1954) Race-based school segregation violates the equal protection clause

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies 11th Grade AP United States Government and Politics
Unit Plan Title:	Unit 4: American Political Ideologies and Beliefs
Time Frame	12 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
NJ State Learning Standards - Social Studies	
<p>Social Studies Practices The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p>	

Standard 8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

6.1 U.S. History: America in the World:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

[NJ Anchor Standards for Reading Grades 11-12](#)

[Companion Progress Indicators for Reading History Grades 11-12](#)

[Career Readiness Standards](#)

Unit Overview

This unit will examine how American political beliefs are shaped by founding ideals, core values, linkage institutions (e.g., elections, political parties, interest groups, and the media in all its forms), and the changing demographics of citizens. These beliefs about government, politics, and the individual's role in the political system influence the creation of public policies.

Standard Number(s) * i.e.: Math: 3.NBT.1 i.e.: RL 8.1

NJSLS:

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence

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.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era

6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).

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.

6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

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.

6.3.12.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

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).

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

Intended Outcomes - {Essential Questions}

- How are American political beliefs formed and how do they evolve over time?
- How do political ideology and core values influence government policy making?

Enduring Understandings

- **Methods of Political Analysis 1:** Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.

- **Methods of Political Analysis 2:** Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.
- **Competing Policy- Making Interests 4:** Widely held political ideologies shape policy debates and choices in American policies.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.
- Explain how cultural factors influence political attitudes and socialization.
- Describe the elements of a scientific poll.
- Explain the quality and credibility of claims based on public opinion data.
- Explain how the ideologies of the two major parties shape policy debates.
- Explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.
- Describe different political ideologies regarding the role of government in regulating the marketplace.
- Explain how political ideologies vary on the government's role in regulating the marketplace.
- Explain how political ideologies vary on the role of the government in addressing social issues.
- Explain how different ideologies impact policy on social issues.

Assessments (Pre, Formative, Summative, Other) assessments with an *

Denote required common

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ*

Common Final Exam*

Alternative: Student Project Choice: Video, Presentation, Research Paper

Teaching and Learning Activities

<p><i>Activities</i></p>	<ul style="list-style-type: none"> ● Critique Reasoning ● Socratic Discussion ● Debate ● Looking for Patterns ● Discussion Group ● Debriefing ● Fishbowl ● Create Representation ● Jigsaw ● Quickwrite ● Think-Pair-Share ● Close Reading ● Self/ Peer Revision ● Graphic Organizer
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Mixed grouping by interest or ability ● Leveled materials and tiered assignments ● Small group or one-to-one remediation as necessary ● Guided research during projects and papers ● Guided comprehension using direct instruction of reading strategies – before, during and after reading <ul style="list-style-type: none"> ○ Monitor metacognition (thinking about one’s thinking) ○ Guided visualization ○ Access prior knowledge ○ Guided summary ● Audio version of literature with or without read along material ● Support concepts with video with or without read along material ● Provide options for performance assessments <ul style="list-style-type: none"> ○ Projects ○ Alternative test formats ○ Varied writing formats ○ Presentations ○ Oral assessments <p>Allow the use of technological support whenever possible/necessary – computers, word processors, tablets, and/or other mobile devices.</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p>
<p><i>Windows/Honors</i></p>	<p>N/A</p>
<p>Resources</p>	
<ul style="list-style-type: none"> ● AP college-level textbooks that meet the content requirements of the AP course ● <i>Primary source materials and readings on political preference and ideology from political leaders throughout history (at teach discretion)</i> 	

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies 11th Grade AP United States Government and Politics
Unit Plan Title:	Unit 5: Political Participation
Time Frame	4 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

NJ State Learning Standards - Social Studies

6.1 U.S. History: America in the World:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

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

[NJ Anchor Standards for Reading Grades 11-12](#)

[Companion Progress Indicators for Reading History Grades 11-12](#)

[Career Readiness Standards](#)

Unit Overview

In this unit students will learn how governing is achieved directly through citizen participation and indirectly through institutions. They will discuss how these institutions inform, organize, and mobilize support to influence government and politics, resulting in many venues for citizen influence on policy making.

Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1

NJSLS:

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations

- 6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
- 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
- 6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 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).
- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Intended Outcomes - {Essential Questions}

- How have changes in technology influenced political communication and behavior?
- Why do levels of participation and influence in politics vary?
- How effective are the various methods of political participation in shaping public policies?

Enduring Understandings

- **Methods of Political Analysis 3:** Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.
- **Competing Policy- Making Interests 5:** Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policymakers.
- **Participating in a Representative Democracy 2:** The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.
- **Participating in a Representative Democracy 3:** The various forms of media provide citizens with political information and influence the ways in which they participate politically.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
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<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Describe the voting rights protections in the Constitution and in legislation.
- Describe different models of voting behavior.
- Explain the roles that individual choice and state laws play in voter turnout in elections.
- Describe linkage institutions.
- Explain the function and impact of political parties on the electorate and government.
- Explain why and how political parties change and adapt.
- Explain how structural barriers impact third-party and independent candidate success.
- Explain the benefits and potential problems of interest-group influence on elections and policy making.
- Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.
- Explain how various political actors influence public policy outcomes.
- Explain how the different processes work in a U.S. presidential election.
- Explain how the Electoral College impacts democratic participation.
- Explain how the different processes work in U.S. congressional elections.
- Explain how campaign organizations and strategies affect the election process.
- Explain how the organization, finance, and strategies of national political campaigns affect the election process.
- Explain the media's role as a linkage institution.
- Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.

Assessments (Pre, Formative, Summative, Other) assessments with an *

Denote required common

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ*

Common Final Exam*

Alternative: Student Project Choice: Video, Presentation, Research Paper

Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none">● Critique Reasoning● Socratic Discussion● Debate● Looking for Patterns● Discussion Group● Debriefing● Fishbowl● Create Representation● Jigsaw● Quickwrite● Think-Pair-Share● Close Reading● Self/ Peer Revision● Graphic Organizer
<i>Differentiation Strategies</i>	<ul style="list-style-type: none">● Mixed grouping by interest or ability● Leveled materials and tiered assignments● Small group or one-to-one remediation as necessary● Guided research during projects and papers● Guided comprehension using direct instruction of reading strategies – before, during and after reading<ul style="list-style-type: none">○ Monitor metacognition (thinking about one’s thinking)○ Guided visualization○ Access prior knowledge○ Guided summary● Audio version of literature with or without read along material● Support concepts with video with or without read along material● Provide options for performance assessments<ul style="list-style-type: none">○ Projects○ Alternative test formats○ Varied writing formats○ Presentations○ Oral assessments <p>Allow the use of technological support whenever possible/necessary – computers, word processors, tablets, and/or other mobile devices.</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p>
<i>Windows/Honors</i>	N/A

Resources

- AP college-level textbooks that meet the content requirements of the AP course
- *Citizens United v. Federal Election Commission* (2010) Political spending by corporations, associations, and labor unions is a form of protected speech under the First Amendment.