



**Grades 9-12 Introduction to American Government 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:	Introduction to American Government Grades 9-12
Unit Plan Title:	Foundations of American Government
Time Frame	2-3 Weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>Social Studies Content Standards 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>Career Readiness Standards 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.</p> <p><u>Anchor Companion Standards (Reading and Writing Grades 9-10)</u> <u>Anchor Companion Standards (Reading and Writing Grades 11-12)</u></p>	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
<p>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.</p> <p>Career Ready Practices 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.</p> <p>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).</p>	

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.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.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

Intended Outcomes - {Essential Questions}

- What is a government and what can it do?
- How does the government established by the Constitution embody purposes, values, and principles?
- How is the concept of democracy blended throughout the structure of the American Government?
- How is power divided among the different levels of government in a federalist system?
- How is the Constitution amended?

Enduring Understandings

- Students will be able to understand the structure of National, State, and Local Government.
- Students will practice the purposes, values and principles of the Constitution.
- Students will understand and participate in a democracy.

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 type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- Define government and the basic powers every government holds.
- Understand the foundations of democracy.
- Analyze the 6 basic principles of the Constitution.
- Describe different ways to formally and informally amend the Constitution.

- Understand and identify the powers delegated to and denied to the National Government, and powers reserved for and denied to the States.

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

Denote required common

Pre:

- KWL Chart, Pre-Test

Formative:

- quizzes
- reading check assessments
- completion of group and independent research activities
- completion of online blogging and online debates
- webquests
- Writing of essays, personal journal responses, and a variety of formal and informal writing assignments
- Class participation, note taking and homework completion
- Student simulation, video, and other students created authentic assessments.

Summative:

- Project, Test, DBQ Analysis

Benchmark: DBQ Analysis

Common Final Exam

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

Teaching and Learning Activities

<i>Activities</i>	Class discussion, lecture, question and answer sessions, viewing and discussion of video clips, group projects, writing assignments (formal and informal), small group discussion Lessons of Katrina video- Chart on Federalism, Venn Diagram for formal/informal amendments
<i>Differentiation Strategies</i>	Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence 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

- William McClenaghan, Magruder's American Government, (Upper Saddle River, New Jersey: Prentice Hall, 2001)
- Social Studies Databases (district) and various online resources (teacher choice)

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Introduction to American Government Grades 9-12
Unit Plan Title:	Political Behavior: Government By the People
Time Frame	4-5 weeks

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

Social Studies Content Standards

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.

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

Standard 9.2 Career Awareness, Exploration, Preparation and Training: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Career Readiness Standards

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 \(Reading and Writing Grades 9-10\)](#)

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

Unit Overview

This unit will focus on the two party system in American Government, its function as well as the influence of minor parties. It will also address voting and voter behavior along with the complicated electoral process from start to finish.

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

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.

Career Ready Practices

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).

6.3.12.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.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.

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.

9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

Intended Outcomes - {Essential Questions}

- How do political parties remain a dominant force in the American political system?
- How does voting and voter behavior affect the American political system and election process?
- How does the election process work?

Enduring Understandings

- Students will be able to understand the role of political parties in the past and present.
- Students will be able to analyze the importance voting plays in a democratic society and why people do not vote.
- Students will understand how a candidate gets elected, such as the president, in the election process.

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

<p>Check all that apply. 21st Century Themes</p>		<p>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. 21st Century Skills</p>	
x	Global Awareness	E	Creativity and Innovation
x	Environmental Literacy	T	Critical Thinking and Problem Solving
x	Health Literacy	T	Communication
x	Civic Literacy	T	Collaboration
x	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- Students will be able to describe the functions of a political party.
- Students will be able to identify the reasons why the United States has a two-party system.
- Students will be able to identify types of minor parties active in American politics and understand multi-party and one-party systems and how they affect the functioning of a government.
- Students will examine the universal requirements for voting in the United States.
- Students will be able to analyze the problem of nonvoting in America.
- Students will be able to understand the sociological and psychological factors that affect voting and how they work to influence voter behavior.
- Students will be able to discuss the nominating process as a critical step in the election process.

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

Denote required common

Pre:

- KWL Chart, Pre-Test

Formative:

- quizzes
- reading check assessments
- completion of group and independent research activities
- completion of online blogging and online debates
- webquests
- Writing of essays, personal journal responses, and a variety of formal and informal writing assignments
- Class participation, note taking and homework completion
- Student simulation, video, and other students created authentic assessments.

Summative:

- Project, Test, DBQ Analysis

Benchmark: DBQ Analysis

Common Final Exam

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

Teaching and Learning Activities

Activities

Class discussion, lecture, question and answer sessions, viewing and discussion of video clips, group projects, writing assignments (formal and informal), small group discussion

	Political Ideology Survey (Questions/Responses) Liberal/Conservative Google Slides Project (Political issue) Origins of Political Opinion Article/Questions (Political Socialization)
<i>Differentiation Strategies</i>	Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence 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	
<ul style="list-style-type: none"> William McClenaghan, <u>Magruder's American Government</u>, (Upper Saddle River, New Jersey: Prentice Hall, 2001) Social Studies Databases (district) and various online resources (teacher choice) 	

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Introduction to American Government Grades 9-12
Unit Plan Title:	The National Government
Time Frame	3-4 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	

Social Studies Content Standards

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.

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

Career Readiness Standards

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 \(Reading and Writing Grades 9-10\)](#)

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

Unit Overview

This unit will examine the 3 branches and functions of the National Government. The unit will also focus on how the National Government is financed through taxes, borrowing, and the concept of public debt.

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

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.

Career Ready Practices

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).

6.3.12.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.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.

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.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

Progress Indicators- Reading and Writing Grades 11-12

Intended Outcomes - {Essential Questions}

- How does the Constitution provide direction for the Legislative, Executive, and Judicial Branches?
- How does a bill in Congress become a law?
- How is our National Government financed?

Enduring Understandings

- Students will analyze the operation of the 3 branches of the National Government and how each impacts our daily lives.
- Students will understand the process of how a bill becomes a law within the Congressional houses.
- Students will understand how revenue is generated by the National Government.

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

<p><i>Check all that apply.</i> 21st Century Themes</p>		<p><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</p>	
x	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	T	Critical Thinking and Problem Solving
	Health Literacy	T	Communication
x	Civic Literacy	T	Collaboration
x	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- Students will be able to describe a term of Congress.
- Students will be able to describe the size and term of the House of Representatives.
- Students will be able to explain how the House seats are reapportioned among the states after each census.
- Students will be able to describe a typical congressional election and congressional district.
- Students will analyze the qualifications for serving in the House.
- Students will be able to compare the size of the Senate to the size of the House of Representatives.
- Students will be able to explain how and why a Senator's term differs from a Representative's term.
- Students will be able to identify the qualifications for serving in the Senate.
- Students will be able to describe how and when Congress convenes.
- Students will be able to list the first steps in introducing a new bill to the House.
- Students will be able to explain what happens to a bill on the House floor, and identify the final step in passing a bill in the House.
- Students will be able to explain how a bill is introduced in the Senate and describe the role of Conference committees.

- Students will be able to evaluate the actions the President can take after both houses have passed a bill.
- Students will be able to identify the president's many roles.
- Students will be able to understand the formal qualifications to become President.
- Students will be able to explain how and why the Constitution gives Congress the power to tax.
- Students will be able to describe the most significant federal taxes collected today.
- Students will be able to describe how the Federal Government borrows money.
- Students will be able to analyze the causes and effects of the public debt.
- Students will be able to analyze the power and role of the Supreme Court. (Judicial Branch)

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

Denote required common

Pre:

- KWL Chart, Pre-Test

Formative:

- quizzes
- reading check assessments
- completion of group and independent research activities
- completion of online blogging and online debates
- webquests
- Writing of essays, personal journal responses, and a variety of formal and informal writing assignments
- Class participation, note taking and homework completion
- Student simulation, video, and other students created authentic assessments.

Summative:

- Project, Test, DBQ Analysis

Benchmark: DBQ Analysis

Common Final Exam

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

Teaching and Learning Activities

<p><i>Activities</i></p>	<p>Class discussion, lecture, question and answer sessions, viewing and discussion of video clips, group projects, writing assignments (formal and informal), small group discussion Anatomy of the Constitution (PDF file) U.S. Constitution Worksheets (Articles I-VII) Supreme Court Videos (History of and Operation)</p>
<p><i>Differentiation Strategies</i></p>	<p>Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence Differentiation Strategies for Special Education Students</p>

	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	
<ul style="list-style-type: none"> William McClenaghan, Magruder's American Government, (Upper Saddle River, New Jersey: Prentice Hall, 2001) Social Studies Databases (district) and various online resources (teacher choice) 	

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Introduction to American Government Grades 9-12
Unit Plan Title:	Participating in State and Local Government
Time Frame	2-3 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>Social Studies Content Standards</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.</p> <p>Career Readiness Standards</p> <p>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.</p> <p>Combined Companion ELA Anchor Standards- Reading and Writing Grades 9-12</p>	
Unit Overview	

This unit will focus on the operation of state and local government and its structure, with special attention on Wayne Township, its local services and use of its tax revenue.

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

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.

Career Ready Practices

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).

6.3.12.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.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.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

Intended Outcomes - {Essential Questions}

- How does our state and local government operate within its structures?
- How are state and local government (authorities) accountable to their constituents?
- How does the local government provide services?
- How is state and local government financed?

Enduring Understandings

- Students will understand the structure and operation of New Jersey’s government.
- Students will understand how a State Constitution applies to their daily lives.
- Students will understand the structure of local government. (Wayne Township)
- Students will understand how state and local government is financed.

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

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

- Students will be able to understand the structure and size of State Legislatures.
- Students will be able to describe the election process, terms and compensation of State Legislators.
- Students will be able to summarize the governor's many roles, including the powers, duties, and limitations of the office.
- Students will be able to examine the government structure of counties.
- Students will examine the governments of towns, townships, and special districts.
- Students will be able to analyze the local government of Wayne Township.
- Students will be able to identify the types of services that States and local governments provide.
- States will be able to identify major tax and nontax sources of State and local revenue.

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

Pre:

- KWL Chart, Pre-Test

Formative:

- quizzes
- reading check assessments
- completion of group and independent research activities
- completion of online blogging and online debates
- webquests
- Writing of essays, personal journal responses, and a variety of formal and informal writing assignments
- Class participation, note taking and homework completion
- Student simulation, video, and other students created authentic assessments.

Summative:

- Project, Test, DBQ Analysis

Benchmark: DBQ Analysis

Common Final Exam

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

Teaching and Learning Activities*Activities*

Class discussion, lecture, question and answer sessions, viewing and discussion of video clips, group projects, writing assignments (formal and informal), small group discussion

Attend or Watch Wayne Township Council Meeting (Report findings in written assignment)

Attend or Watch Wayne Township Board of Education Meeting (Report findings in written assignment)

Write or Contact your NJ State Government Representative in 11th District (concerning issue within NJ)

Differentiation Strategies

Resources based on skill level

Craft additional prompts to support reading and writing comprehension and extension

Additional readings and resources provided for support and extension

Guided reading questions/notes

	<p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</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

- William McClenaghan, Magruder's American Government, (Upper Saddle River, New Jersey: Prentice Hall, 2001)
- Social Studies Databases (district) and various online resources (teacher choice)