

## Shepard Preparatory High School

### American Government Curriculum



This course is designed to prepare students to become informed and responsible citizens in the American democratic republic. Students will become aware of the process by which they can make informed, responsible decisions as voters, jurors, workers, consumers, and community members. This course will offer them an overview and appreciation of the fundamental concepts, laws, and processes of American government.



## Unit 1

### Americans, Citizenship, and Governments

<u>Timeframe</u>	September (2 weeks)
<u>Unit Overview</u>	Students will examine the roles and responsibilities of being an American citizen, determine what being an American citizen means, and compare and contrast these ideals to other forms of government.
<u>Essential Questions</u>	<ol style="list-style-type: none"> <li>1. What is the purpose of government?</li> <li>2. How do the different forms of government compare and contrast?</li> <li>3. What is the importance of America's diversity and inherent values?</li> <li>4. How does a person become a citizen of the United States?</li> <li>5. What are the duties and responsibilities of a citizen of the United States?</li> </ol>
<u>Unit Focus</u>	<ul style="list-style-type: none"> <li>• Becoming and being an American Citizen</li> <li>• Duties and responsibilities of citizens</li> <li>• Forms of government</li> </ul>
<u>Interdisciplinary Connections</u>	<p>21st Century Life Skills and Careers</p> <ul style="list-style-type: none"> <li>• Use technology to enhance productivity.</li> <li>• Work productively in teams while using cultural global competence</li> </ul>
<u>Common Assessments</u>	<ul style="list-style-type: none"> <li>• Projects (e.g. citizenship posters, US Citizenship test)</li> <li>• Guided Reading Questions worksheets</li> <li>• DBQ response essays</li> <li>• Graphic Organizers (e.g. Cornell templates, KWL)</li> <li>• Participation in class discussion and activity</li> </ul>

### Materials

Common Materials	Supplemental Materials
<i>Building Citizenship: Civics &amp; Economics</i> Textbook	Teacher created writing prompts/quizzes/tests Teacher created presentations (e.g. Power Point, Google Slides) Government Agency and News websites

**New Jersey Student Learning Standards (NJSLS)**

<b>Subject Area</b>	<b>Technology</b>	<b>21st Century Life and Careers</b>	<b>ELA Companion</b>
English/Language Arts	<p><i>8.1: Educational Technology</i>  <i>8.2: Technology Education, Engineering, Design and Computational Thinking - Programming</i></p>	<p><i>Career Ready Practices</i>  <i>9.1: Personal Financial Literacy</i>  <i>9.2: Career Awareness, Exploration, and Preparation</i></p>	<p><i>Secondary Science and Social Studies Only</i></p> <p align="center">N/A</p>
<p>Define democracy and describe how power is distributed in the government, among the branches, and between federal and state governments.(6.1.12.A,D.2 and 6.1.12.A,D)</p>	<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b>                      All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>9.1.12.EG.3: Explain how individuals and businesses influence government policies.</p> <p>9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.</p> <p>9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)..</p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (WHST.11-12.5)</p>

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

Differentiation

**Differentiation for Support and General Curriculum  
(504, ELL, Special Education, Struggling Learners)**

**Differentiation for Enrichment**

**Accommodations for Classroom:**

Pair visual prompts with verbal presentations  
Ask students to restate information, directions, and assignments  
Model skills / techniques to be mastered  
Extended time to complete class work  
Student-directed learning/ independent studies when appropriate

**Accommodations for Homework and Assignments:**

Extended time to complete assignments  
Provide the student with clearly stated (written) expectations and grading criteria for assignments

**Accommodations for Assessments:**

Extended time on classroom assessments

Use of higher level questioning techniques  
Provide assessments that require higher level thinking  
Increased production of writing assignments  
Varying time requirements to complete assignments  
Independent studies at teacher/admin discretion  
Extension activities

**Further Modifications for Honors Students**

Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher

**Further Modifications for General Curriculum students:**

Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.

**Activities**

**School and Classroom Citizenship**

- **Create a Classroom Constitution:** Students collaboratively brainstorm, debate, and agree upon a set of rules, fostering a sense of ownership and responsibility for their environment.
- **Good Citizen Awards:** Recognize students who exhibit traits like integrity, respect, and cooperation with awards, reinforcing positive behavior.
- **Classroom Jobs:** Assign roles such as librarian, recycling manager, or technology helper to teach responsibility and contribution to a community.

**Community and Environmental Citizenship**

- **Community Improvement Projects:** Organize a litter cleanup in a local park or around the school, or start a composting initiative.
- **Service Learning Projects:** Organize a food drive, clothing drive, or create care packages for nursing homes.
- **Interview a Community Leader:** Students interview local heroes (firefighters, librarians, local officials) to learn about their roles and how they serve the public.

**Civic Engagement and Government**

- **Mock Elections and Voting Drives:** Simulate voting processes to teach about democratic decision-making.
- **"Dictionary of Independence":** Students define key civic terms (e.g., *constitution*, *democracy*, *representative*) and explore their meanings, using resources like iCivics.
- **Letter Writing Campaigns:** Students write letters to local council members or newspaper editors about issues in their community.

**Unit 2**

Creating the American Government			
<u>Timeframe</u>	Mid-September through October (5 weeks)		
<u>Unit Overview</u>	Students will examine the formation of early America and its first governments, while identifying the major influences on it. The nation's founding documents (e.g. Declaration, Constitution) will be examined.		
<u>Essential Questions</u>	<ol style="list-style-type: none"> <li>1. How does geography influence the development of communities?</li> <li>2. Why do people create, structure, and change governments?</li> <li>3. How do societies balance individual and community rights?</li> <li>4. How does social change influence government?</li> </ol>		
<u>Unit Focus</u>	<ul style="list-style-type: none"> <li>• Influences on the American Colonial government</li> <li>• Settlement, Culture, and government of the Colonies</li> <li>• Creation of the nation and the country's first governments</li> <li>• The Structure of the Constitution</li> </ul>		
<u>Interdisciplinary Connections</u>	21st Century Life Skills and Careers <ul style="list-style-type: none"> <li>• Use technology to enhance productivity.</li> <li>• Work productively in teams while using cultural global competence</li> </ul>		
<u>Common Assessments</u>	<ul style="list-style-type: none"> <li>• Projects (e.g. A New Bill of Rights, Amendments Research Presentation)</li> <li>• Guided Reading Questions worksheets</li> <li>• DBQ response essays</li> <li>• Graphic Organizers (e.g. Cornell templates, KWL)</li> <li>• Participation in class discussion and activity</li> </ul>		
<u>Materials</u>			
Common Materials		Supplemental Materials	
<i>Building Citizenship: Civics &amp; Economics</i> Textbook		Teacher created writing prompts/quizzes/tests Teacher created presentations (e.g. Power Point, Google Slides) Government Agency and News websites	
<u>New Jersey Student Learning Standards (NJSL)</u>			
<u>Subject Area</u>	<u>Technology</u>	<u>21st Century Life and Careers</u>	<u>ELA Companion</u>

<p>Define democracy and describe how power is distributed in the government, among the branches, and between federal and state governments.(6.1.12.A,D.2 and 6.1.12.A,D)</p> <p>Define the legal rights granted by the Constitution and its Amendments. (6.1.12.A,D.2)</p>	<p><b>8.1</b> Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p><b>8.2</b> Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).</p> <p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>9.1.12.EG.3: Explain how individuals and businesses influence government policies.</p> <p>9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.</p> <p>9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJLSA.SL5)..</p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (WHST.11-12.5)</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. (RH12.3)</p>

		<p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</p>	
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Differentiation

<b>Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)</b>	<b>Differentiation for Enrichment</b>
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<p><b>Modifications for Classroom:</b>  Pair visual prompts with verbal presentations  Ask students to restate information, directions, and assignments  Model skills / techniques to be mastered  Extended time to complete class work  Student-directed learning/ independent studies when appropriate</p> <p><b>Modifications for Homework and Assignments:</b>  Extended time to complete assignments  Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p><b>Modifications for Assessments:</b>  Extended time on classroom assessments</p> <p><b>Further Modifications for General Curriculum students:</b>  Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation.</p>	<p>Use of higher level questioning techniques  Provide assessments that require higher level thinking  Increased production of writing assignments  Varying time requirements to complete assignments  Independent studies at teacher/admin discretion  Extension activities</p> <p><b>Further Modifications for Honors Students</b>  Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>
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See Goals & Objectives for specific goals and objectives for General Curriculum students.

### Activities

#### Core Government Simulations & Games

- **Branches of Power (iCivics):** Students control all three branches to understand checks and balances by passing laws, making a presidential agenda, and conducting judicial review.
- **The American Democracy Game:** A simulation where students play as lawmakers to negotiate public policy and compromise.
- **Gummy Bear Governments:** Groups use gummy bears to create dioramas representing different government types, aiding in the understanding of various systems.
- **Settlers of America:** A simulation designed to help students understand the development of colonial government and its relationship with the British Crown.

#### Legislative and Executive Branch Activities

- **Analyze Political Cartoons:** Students examine cartoons from 1898-1948 by Clifford K. Berryman to learn about the role of Congress.
- **Legislative Process Simulation:** Students, using primary sources, map out how a bill becomes a law.
- **270 to Win:** A game where students map out election strategies to secure the necessary electoral votes for presidency.
- **Presidential Power Analysis:** Students identify "25 Things the President Can't Do" to define the limits of executive power.

#### Constitutional and Judicial Activities

- **Supreme Court Case Research:** Using the OYEZ database, students research and analyze major court cases to understand the judicial branch.
- **Bill of Rights Debate:** Students debate current issues related to constitutional rights to practice argumentation and critical thinking.

#### Foundations of Government

- **Primary Source Analysis:** Students analyze documents from the "Great Society" era to understand the expansion of government roles.
- **Hamilton: Act 1 Activities:** Using music from the musical *Hamilton* to analyze the political tensions of the early U.S. government.
- **Alexander de Tocqueville Study:** A close reading activity examining 1800s American democracy through the eyes of a French visitor.

## Unit 3

### The Branches of Government

<u>Timeframe</u>	November – early December (5 weeks)
<u>Unit Overview</u>	Students will compare and contrast the roles and powers of the three branches of the American government while determining the relationship between each branch to each other, other parts of the nation, and the everyday citizen.
<u>Essential Questions</u>	<ol style="list-style-type: none"><li>1. Why do people create, structure, and change governments?</li><li>2. What is required of leaders?</li><li>3. Why do nations interact with each other?</li><li>4. How can governments ensure citizens are treated fairly?</li></ol>
<u>Unit Focus</u>	<ul style="list-style-type: none"><li>• The Powers and Structure of the Legislative Branch (Congress)</li><li>• How a Bill Becomes a Law</li><li>• The Powers and Structure of the Executive Branch (President, VP, cabinet)</li><li>• The Powers and Structure of the Judicial Branch (Supreme court, Federal Court system)</li></ul>
<u>Interdisciplinary Connections</u>	21st Century Life Skills and Careers <ul style="list-style-type: none"><li>• Use technology to enhance productivity.</li><li>• Work productively in teams while using cultural global competence</li></ul>
<u>Common Assessments</u>	<ul style="list-style-type: none"><li>• Projects (e.g. Supreme Court case research presentation, foreign policy proposal)</li><li>• Guided Reading Questions worksheets</li><li>• DBQ response essays</li><li>• Graphic Organizers (e.g. Cornell templates, KWL)</li><li>• Participation in class discussion and activity</li></ul>

### Materials

Common Materials	Supplemental Materials
<i>Building Citizenship: Civics &amp; Economics</i> Textbook	Teacher created writing prompts/quizzes/tests Teacher created presentations (e.g. Power Point, Google Slides) Government Agency and News websites (e.g. whitehouse.gov, Library of Congress)

### New Jersey Student Learning Standards (NJSLS)

<u>Subject Area</u>	<u>Technology</u>	<u>21st Century Life and Careers</u>	<u>ELA Companion</u>
<p>Define democracy and describe how power is distributed in the government, among the branches, and between federal and state governments.(6.1.12.A,D.2 and 6.1.12.A,D)</p> <p>Define the legal rights granted by the Constitution and its Amendments. (6.1.12.A,D.2)</p>	<p><b>8.1</b> Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p><b>8.2</b> Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).</p> <p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>9.1.12.EG.3: Explain how individuals and businesses influence government policies.</p> <p>9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.</p> <p>9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p>	<p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. (RH12.3)</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (WHST.11-12.5)</p>

		<p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5)..</p> <p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).</p>	
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Differentiation

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
<p><b>Modifications for Classroom:</b>            Pair visual prompts with verbal presentations            Ask students to restate information, directions, and assignments            Model skills / techniques to be mastered            Extended time to complete class work            Student-directed learning/ independent studies when appropriate</p> <p><b>Modifications for Homework and Assignments:</b>            Extended time to complete assignments            Provide the student with clearly stated (written) expectations and grading criteria for assignments</p>	<p>Use of higher level questioning techniques            Provide assessments that require higher level thinking            Increased production of writing assignments            Varying time requirements to complete assignments            Independent studies at teacher/admin discretion            Extension activities</p> <p><b>Further Modifications for Honors Students</b>            Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These</p>

**Modifications for Assessments:**

Extended time on classroom assessments

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assignments may be projects, labs, research papers or other activities assigned by the teacher

**Activities****Interactive & Role-Playing Activities**

- **Branches of Power Game:** Students play the iCivics game "Branches of Power," where they act as all three branches to pass laws, manage the executive agenda, and review laws.
- **Role-Playing Simulation:** Divide students into three groups (Senate/House, President/Cabinet, Supreme Court). Groups create a bill, attempt to pass it, have the president sign/veto it, and have the court review its constitutionality.
- **"Fix the Government" Debate:** Present scenarios where one branch oversteps. Students debate the correct checks-and-balances response to restore balance.

**Research & Analytical Projects**

- **Current Event Analysis:** Students find news articles illustrating checks and balances (e.g., a veto, supreme court ruling, cabinet confirmation) and explain the interaction between branches.
- **Separation of Powers Tree:** Students create a poster or digital model of a tree, with branches representing the Legislative, Executive, and Judicial powers, mapping out specific duties and members.
- **Mock Legislative Session:** Students draft, debate, and vote on bills, focusing on the specific roles of the House and Senate.

**Review & Assessment Activities**

- **Branch Sorting Card Game:** Small groups sort cards featuring people (e.g., Supreme Court Justices), agencies, and duties to the correct branch.
- **Checks and Balances Matrix:** Create a matrix for students to fill out that shows how each branch limits the power of the other two.
- **Structure & Function Debate:** Ask students to argue which branch is the most powerful and defend their position with constitutional evidence.

## Unit 4

### Voting and Influences

<u>Timeframe</u>	December (4 weeks)
<u>Unit Overview</u>	Students will examine the role of voting and how/why one partakes. The various influences on how/why people either vote or do not will be discussed. The role of political parties, public opinion, interest groups, and the media will be focused on.
<u>Essential Questions</u>	<ol style="list-style-type: none"><li>1. How do citizens, both individually and collectively, influence government policy?</li><li>2. What are the rights and responsibilities of citizens?</li><li>3. Why do people, create, structure, and change governments?</li></ol>
<u>Unit Focus</u>	<ul style="list-style-type: none"><li>● History of political parties</li><li>● Comparing political parties in today's society</li><li>● Who has the right to vote (and how to register)</li><li>● Elections and campaigns</li><li>● Forming public opinion</li><li>● The mass media</li><li>● Interest groups and lobbying</li></ul>
<u>Interdisciplinary Connections</u>	21st Century Life Skills and Careers <ul style="list-style-type: none"><li>● Use technology to enhance productivity.</li><li>● Work productively in teams while using cultural global competence</li></ul>
<u>Common Assessments</u>	<ul style="list-style-type: none"><li>● Projects (e.g. Political party research presentation)</li><li>● Debate: Is 18 the Right Age?</li><li>● Guided Reading Questions worksheets</li><li>● DBQ response essays</li><li>● Graphic Organizers (e.g. Cornell templates, KWL)</li><li>● Participation in class discussion and activity</li></ul>

### Materials

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[Differentiation](#)

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Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.

**Further Modifications for Honors Students**

Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher

**Activities**

Multiple activities are available at Facing History and Ourselves

<https://www.facinghistory.org/resource-library/teaching-resources-us-elections>

Multiple activities are available at National Constitution Center

<https://constitutioncenter.org/education/classroom-resources-by-topic/voting-rights>

**Unit 5****State and Local Governments**

<u>Timeframe</u>	Early January (2 weeks)		
<u>Unit Overview</u>	Students will examine the structure of local and state level governments while comparing their powers to the federal government.		
<u>Essential Questions</u>	<ol style="list-style-type: none"> <li>1. Why and how do people create, structure, and change governments?</li> <li>2. How do state and local governments compare to each other and to the federal government?</li> </ol>		
<u>Unit Focus</u>	<ul style="list-style-type: none"> <li>• The Federal System</li> <li>• State Legislative Branch</li> <li>• State Executive Branch</li> <li>• State Judicial Branch</li> <li>• City, County, Town, Township, Village, governments</li> </ul>		
<u>Interdisciplinary Connections</u>	21st Century Life Skills and Careers <ul style="list-style-type: none"> <li>• Use technology to enhance productivity.</li> <li>• Work productively in teams while using cultural global competence</li> </ul>		
<u>Common Assessments</u>	<ul style="list-style-type: none"> <li>• Projects (e.g. My State Politician biographical presentation )</li> <li>• Guided Reading Questions worksheets</li> <li>• DBQ response essays</li> <li>• Graphic Organizers (e.g. Cornell templates, KWL)</li> <li>• Participation in class discussion and activity</li> </ul>		
<u>Materials</u>			
<b>Common Materials</b>		<b>Supplemental Materials</b>	
<i>Building Citizenship: Civics &amp; Economics</i> Textbook		Teacher created writing prompts/quizzes/tests Teacher created presentations (e.g. Power Point, Google Slides) Government Agency and News websites (e.g. nj.gov)	
<u>New Jersey Student Learning Standards (NJSLS)</u>			
<u>Subject Area</u>	<u>Technology</u>	<u>21st Century Life and Careers</u>	<u>ELA Companion</u>

<p>Distinguish among municipality, county, state and the federal governments. (6.1.12.A.2)</p> <p>Recognize the structure and responsibilities of both the state and federal courts systems. (6:2A,C,D)</p> <p>Analyze current issues about federal, state, and local budgets, spending, and taxation. (6:2; 6:5B)</p>	<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>9.1.12.EG.3: Explain how individuals and businesses influence government policies.</p> <p>9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.</p> <p>9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)..</p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (WHST.11-12.5)</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. (RH12.3)</p>

		<p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).</p>	
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Differentiation

<b>Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)</b>	<b>Differentiation for Enrichment</b>
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<p><b>Modifications for Classroom:</b>          Pair visual prompts with verbal presentations          Ask students to restate information, directions, and assignments          Model skills / techniques to be mastered          Extended time to complete class work          Student-directed learning/ independent studies when appropriate</p> <p><b>Modifications for Homework and Assignments:</b>          Extended time to complete assignments          Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p><b>Modifications for Assessments:</b>          Extended time on classroom assessments</p> <p><b>Further Modifications for General Curriculum students:</b>          Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See</p>	<p>Use of higher level questioning techniques          Provide assessments that require higher level thinking          Increased production of writing assignments          Varying time requirements to complete assignments          Independent studies at teacher/admin discretion          Extension activities</p> <p><b>Further Modifications for Honors Students</b>          Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>
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Goals & Objectives for specific goals and objectives for General Curriculum students.

### Activities

- An Hour or Two
  - Assisting People With Disabilities
  - Ball Game (Koosh, Ball, Catch)
  - Creative Expressions,
  - Debate the Issue
  - Designing A Campaign Button
  - Exit Polling,
  - Helping An Organization
  - The Public Agenda,
  - Registering New Voters,
  - Teaching A Lesson,
  - Voicing Your Opinion,
  - My Turn: Targeting A Problem For Teens,
- Literature Connection Activity: Teen Power Politics,
- Culminating Activity: Service-Learning Action Plan

## Unit 6

### Community Issues and the Law

<u>Timeframe</u>	Late January (2 weeks)		
<u>Unit Overview</u>	Students will compare and contrast various issues communities around the nation face and how the government responds to those issues. The role of law (and law enforcement) will be focused on as well.		
<u>Essential Questions</u>	<ol style="list-style-type: none"> <li>1. How do citizens, both individually and collectively, influence government policy?</li> <li>2. How do laws protect individual rights?</li> <li>3. Why does conflict develop?</li> </ol>		
<u>Unit Focus</u>	<ul style="list-style-type: none"> <li>• How a community handles issues</li> <li>• Education and social issues</li> <li>• Environmental issues</li> <li>• Sources and types of laws (civil and criminal)</li> <li>• Juvenile justice system</li> </ul>		
<u>Interdisciplinary Connections</u>	21st Century Life Skills and Careers <ul style="list-style-type: none"> <li>• Use technology to enhance productivity.</li> <li>• . Work productively in teams while using cultural global competence</li> </ul>		
<u>Common Assessments</u>	<ul style="list-style-type: none"> <li>• Projects (e.g. local community issue proposal presentation )</li> <li>• Guided Reading Questions worksheets</li> <li>• DBQ response essays</li> <li>• Graphic Organizers (e.g. Cornell templates, KWL)</li> <li>• Participation in class discussion and activity</li> </ul>		
<u>Materials</u>			
<b>Common Materials</b>		<b>Supplemental Materials</b>	
<i>Building Citizenship: Civics &amp; Economics</i> Textbook		Teacher created writing prompts/quizzes/tests Teacher created presentations (e.g. Power Point, Google Slides) Government Agency and News websites (e.g. nj.gov)	
<u>New Jersey Student Learning Standards (NJSLs)</u>			
<u>Subject Area</u>	<u>Technology</u>	<u>21st Century Life and Careers</u>	<u>ELA Companion</u>

<p>Analyze current issues about federal, state, and local budgets, spending, and taxation. (6:2; 6:5B)</p> <p>Distinguish among municipality, county, state and the federal governments. (6.1.12.A.2)</p>	<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).</p> <p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>9.1.12.EG.3: Explain how individuals and businesses influence government policies.</p> <p>9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.</p> <p>9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)..</p> <p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (WHST.11-12.5)</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. (RH12.3)</p>

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Differentiation

<b>Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)</b>	<b>Differentiation for Enrichment</b>
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<p><b>Modifications for Classroom:</b>          Pair visual prompts with verbal presentations          Ask students to restate information, directions, and assignments          Model skills / techniques to be mastered          Extended time to complete class work          Student-directed learning/ independent studies when appropriate</p> <p><b>Modifications for Homework and Assignments:</b>          Extended time to complete assignments          Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p><b>Modifications for Assessments:</b>          Extended time on classroom assessments</p> <p><b>Further Modifications for General Curriculum students:</b>          Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals &amp; Objectives for specific goals and objectives for General Curriculum students.</p>	<p>Use of higher level questioning techniques          Provide assessments that require higher level thinking          Increased production of writing assignments          Varying time requirements to complete assignments          Independent studies at teacher/admin discretion          Extension activities</p> <p><b>Further Modifications for Honors Students</b>          Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>
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**Activities**

### Environmental and Sustainability Projects

- **Park and Beach Clean-ups:** Partner with local parks departments for community cleaning days.
- **Community Gardens:** Start a garden to grow fresh produce for local food banks.
- **Recycling Drives:** Launch school-wide composting or recycling education campaigns.
- **Upcycling Art:** Create art from recycled materials to display in the community.

### Civic Engagement and Advocacy

- **Voter Registration Drives:** Organize registration and pre-registration events at school.
- **Political Advocacy:** Host mock elections or teach civic literacy workshops.
- **Community Mapping:** Create, update, and distribute maps highlighting local resources for newcomers.
- **Anti-Bullying Campaigns:** Create student "upstander" groups to promote tolerance.

### Social and Educational Support

- **Peer Tutoring:** Offer free academic support to younger students or ESL learners.
- **Mental Health Awareness:** Organize workshops, guest speaker sessions, or create informational flyers.
- **Tech Support for Seniors:** Teach older community members how to use technology.
- **Book Drives/Reading Sessions:** Collect books or read to children in local libraries or hospitals.

### Health and Human Services

- **Food/Clothing Drives:** Organize collections for homeless shelters or food pantries.
- **Soup Kitchen Volunteering:** Prepare and serve meals to those in need.
- **Animal Shelter Support:** Walk dogs, clean cages, or organize supply drives.
- **Fundraising Events:** Host charity car washes, bake sales, or talent shows.

New Jersey Legislative Statutes and Administrative Code Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.

2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)). Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). "Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35** A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of

the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35

Standards in Action: **Climate Change** The NJSL-CLKS includes the skills, knowledge and practices necessary for success in an increasingly complex world and changing natural environment. Climate change is included in these standards. Collaborating to solve a problem, approaching a solution with innovation, and determining the validity of a source of information are all essential skills required in the standards and necessary for students to possess to maintain awareness of and successfully address climate change. Climate change can be integrated into the teaching of these standards in a few ways. For example, middle school students could develop a plan for implementing an environmentally focused project in the local community such as protecting a wetland or developing an urban greenway along a stream.

The plan would include goals, priorities and necessary resources. In a career and technical education program, as a part of a green building design integrated project, students could explore various sustainable and reclaimed products used for construction. After researching several sources, students would create a collage of information, share with their classmates and take notes on new products and ideas.