

# UNIT 1 Foundations of Government

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **6 weeks**  
Status: **Published**

## Course Pacing Guide

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This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

**Model - remove/replace information in this table with information from your course --**

Unit	MP/Trimester	Weeks
American Identity	1	1
Foundations of Government	1	6
US Constitution	1-2	10 (total)
Legislative Branch	1	3
Executive Branch	2	3
Judicial Branch	2	3
Federalism & Checks and Balances	2	1
Bill Of Rights	2	3
We The People: A Nation of Immigrants	3	6
We The People: Woman Suffrage Getting the Vote	3-4	6
We the People: African American Civil Rights Movement	4	6

## Unit Overview

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### Foundations of Government:

European Influences on American Government: This unit deals with the European Influences on the development of the United States Constitution. Ancient Greece and the direct democracy; Ancient Rome and the Republic. English government influences Magna Carta, Limited Government, Parliament, and the English Bill of Rights, common law. European Political Philosophers John

Locke, Jean-Jacque Rousseau & Baron de Montesquieu. State of Nature, Social Contracts, rule of law, civic virtue, popular sovereignty, separation of powers and checks and balances. First attempts at US Government: Articles of Confederation

## **Enduring Understandings**

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To develop an understanding of the American Constitution and its application to social and political movements in American democratic history.

To understand one's role as a citizen.

To try and answer the question: What does it mean to be a citizen in American Democracy?

To understand the development of the ideas of the US Constitution.

## **Essential Questions**

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What is government? Why is government important in society?

What is democracy?

What is a republic?

How do the ideas of democracy and republic shape the development of American government?

How is the US Constitution influenced by European political ideas?

What are the motivations for creating a new government?

What is a "more perfect union"?

## New Jersey Student Learning Standards (No CCS)

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SOC.6.1.8	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.
SOC.6.1.8.3	Revolution and the New Nation (1754-1820s)
SOC.6.1.8.A	Civics, Government, and Human Rights
SOC.6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
SOC.6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
SOC.6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
SOC.6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
SOC.6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
SOC.6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
SOC.6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
SOC.6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
SOC.6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
SOC.6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
SOC.6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
SOC.6.1.8.CS2	Colonization and Settlement: The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.
SOC.6.1.8.CS3	Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles

of the United States Constitution serve as the foundation of the United States government today.

## **Amistad Integration**

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**Remove/replace the text in this section - this is for your reference (link -- <https://nj.gov/education/amistad/about.htm>)**

### **Purpose:**

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

### **Goals:**

- 1) To infuse the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete and inclusive history.
- 2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.
- 3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

LA.RI.11-12.10b

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

SEL.PK-12.1.2

Recognize the impact of one's feelings and thoughts on one's own behavior

## **Holocaust/Genocide Education**

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**Remove/replace the text in this section - this is for your reference (link -- [https://nj.gov/education/holocaust/about\\_us/mandate.html](https://nj.gov/education/holocaust/about_us/mandate.html))**

**RE:** N.J.S.A. 18A:35-28, Holocaust/Genocide Education

- a.** 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.
- b.** The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Interdisciplinary Connections

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LA.RL.8	Reading Literature
LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## Technology Standards

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TECH.8.1.8.A.CS1	Understand and use technology systems.
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## 21st Century Themes/Careers

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

## Financial Literacy Integration

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PFL.9.1.8.A.1	Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
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## Instructional Strategies & Learning Activities

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- Comparison of Preambles: Declaration of Independence and Constitution—comparison of primary & secondary sources
- Research common ideas about American Identity and Citizenship
- Writing and using scripts (Curriculum Based Readers Theatre)
- Kinesthetic role play of the types of Social Contract
- Venn Diagrams comparing governmental structures
- Venn Diagrams comparing political philosophies/social contracts
- Journal writing
- Think-pair-share
- Critical reading—finding main idea (ongoing)
- Annotation of text—(ongoing)
- Summarizing—

- Making connections between history and current events
- Questioning
- Identify points of view from historical context (ongoing)
- Map reading
- Use critical thinking skills to interpret events, recognize bias, point of view, and context.
- Examine current issues, events, or themes and relate them to past events.
- One Pager
- Group research/presentation of political philosophies

## **Differentiated Instruction**

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Examples may include:

- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Self-Directed Learning
- Choice Boards
- Debate
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

\*Add or remove any of these as you see fit.

## **Formative Assessments**

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- Observation
- Notetaking--using Cornell style notes
- Questioning for information and critical thinking
- Weekly homework assignments (readings, reading checks, notes, and textbook questions) that align with class material.
- Outside primary and secondary sources will be assigned for further understanding and mastery of the

historical period being studied, as either homework or in class.

- In class writing assignments and prompts (charts, maps, and presentations)
- Daily warm ups to activate prior knowledge using various techniques (i.e. draw a picture, write a poem, ask a question, explain to a 1st grader, etc.)
- In-class review games
- Low-stakes quizzes, i.e. Kahoot!
- Sequence It: create timelines of major events discussed
- Gallery Walk and reflection
- Think-Pair-Share
- Linking terms
- Exit tickets

## **Summative Assessment**

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Each chapter will be assessed in a variety of ways, from traditional test formats to argumentative-based essays and textual citation (DRP).

Traditional test formats include multiple choice questions, matching, true and false questions, and short answer questions essays.

Content not tested in the traditional format will be assessed through research projects, presentations, art projects and other alternative assessments.

## **Benchmark Assessments**

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Link-it ELA

## **Alternate Assessments**

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## **Resources & Technology**

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Resources:

- The Call to Freedom; Holt Reinholt
- Gilder Lehrman Institute
- The History Channel
- PBS
- America: the Story of Us
- Library of Congress

- iCivics
- Facing History and Ourselves
- Howard Zinn Education Project
- NJState Bar Association
- CSPAN
- National Constitution Center

Technology:

- Promethean Board
- Chromebooks (1:1)
- Google Classroom
- Genesis

## **BOE Approved Texts**

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## **Closure**

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Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.



- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_ because \_\_\_\_\_."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

\*Add to or remove any of these as you see fit.

## **ELL**

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Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

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## **Special Education**

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List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.

- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

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## 504

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Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

\*Add to or remove any of these as you see fit.

## **At Risk**

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Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

\*Add to or remove any of these as you see fit.

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking