

Unit 1 Foundations Of Government

Content Area: **Social Studies**
Course(s): **Advanced Placement US Government and Politics**
Time Period: **October**
Length: **8 weeks**
Status: **Published**

Unit Overview

This unit contains information regarding the foundations of government identified below.

- Forms of Government
- Foundations of Government
- Necessity of Government
- How Politics Influences Government
- Five Principles of Politics
- Delegation of Authority: Representative Democracy
- Freedom vs. Order
- Majority Rule

The above topics are covered over an eight week period through analytical studies and cause and effect. Students will discover how to use this knowledge to serve as an integration of the historical institutional and rational-choice perspectives and as a set of tools to think analytically about politics.

Enduring Understandings

- Since the founding of the United State, political, social, diplomatic and economic policies have shaped the development of the United States impacting the lives of its citizens.
- Throughout history, citizens have determined the necessity of government and societal norms.
- Throughout history, our American political culture has been shaped by the diverse forces, institutions, and practices present within our nation.
- The United States Constitution was a product of the social, economic, political, intellectual, and economic forces of the period.
- The United States Constitution reflects the thought of the Enlightenment in particular the principles of federalism and separation of powers.
- Societal realities have motivated various groups to seek expanded protections and civil rights and liberties over time.
- Civil Rights and civil liberties developed through a variety of governmental and private sector interactions.
- The 14th Amendment has a defining impact on the constitutional development of rights and liberties.

Essential Questions

- What are the roles and responsibilities of citizens and government in a democratic society?
- How do family, social class, education, race, gender, geography influence political beliefs and

behavior?

- What role do government institutions play in the the enactment of public policy?
- What is government and why is it necessary?
- Is the constitution a living document?
- Why did certain controversies fuel debate at the Constitutional Convention?
- Why did the principles of federalism and separation of powers come to be such an integral part of the Constitution?
- How has judicial interpretation influenced civil liberties and civil rights?
- What social forces surrounded the Civil Rights Movement for African Americans and other minority groups?
- Which groups within society have yet to achieve equality?

Standards/Indicators/Student Learning Objectives (SLOs)

- Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
- Gather relevant information from multiple authoritative primary and secondary sources to explain how self-government in the British North American colonies evolved from British governmental structures.
- Determine the central ideas in foundational documents such as the Declaration of Independence the U.S. Constitution, and the Bill of Rights, making clear the relationship among key concepts, such as self-government, democratic government structures, and the protection of individual rights.
- Cite specific textual evidence from state constitutions, including New Jersey's 1776 constitution, and the U.S. Constitution, attending to date and origin of the information, to determine their impact on the development of American constitutional government.
- Examine the interrelationship of the ideals set forth in the Constitution (i.e., due process, rule of law, and individual rights) and provide examples of their denial or fulfillment to different groups of people in the past and today.

LA.11-12.CCSS.ELA-Literacy.CCRA.R.1

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

PFL.9.1.12.F.6

Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.

SOC.9-12.6.1.12.2

The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

SOC.9-12.6.1.12.A.1.a

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

SOC.9-12.6.1.12.A.1.b

Analyze how gender, property ownership, religion, and legal status affected political rights.

SOC.9-12.6.1.12.A.2.d	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
SOC.9-12.6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
SOC.9-12.6.1.12.A.4.d	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

Lesson Titles

- Foundations of Government: Five Principles of Government
 - SWAT describe and identify the different forms of government.
- The Founding and the Constitution: Representative Democracy
 - Does representative democracy suit the needs of all aspects of today's society?
 - Can majority rule constitute the same type of tyranny a Constitutional Monarchy did in 1776?
 - SWAT analyze, synthesize, and evaluate the founders' decisions to create a representative democracy and its impact on society today.
- Constitutional Framework: Federalism and the Separation of Powers: Instability and Majority Rule
 - This lesson focuses on the instability of majority rule. Popular sovereignty, individual liberty, delegation, and multiple purposes constitute the circle that cannot quite be squared. The great success of American democracy is that at the end of the day our citizens are pragmatic, tolerant, and appear to avoid letting the best be the enemy of the good.
 - Students will analyze and explain why there is instability in majority rule as compared to other forms of government.
- Constitutional Framework and the Individual: Civil Rights and Civil Liberties

21st Century Themes and Career Ready Skills

- Global perspectives
- Business, financial, entrepreneurship
- Civic literacy
- Critical thinking & Creativity
- Information and media literacy
- Communication and collaboration
- Life and career skills

PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.11	Explain the relationship between government programs and services and taxation.
PFL.9.1.12.A.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
PFL.9.1.12.B.7	Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one's personal budget.
PFL.9.1.12.B.9	Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).
PFL.9.1.12.C.9	Evaluate the implications of personal and corporate bankruptcy for self and others.
PFL.9.1.12.D.8	Explain how government and independent financial services and products are used to achieve personal financial goals.
PFL.9.1.12.D.12	Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.
PFL.9.1.12.D.13	Determine the impact of various market events on stock market prices and on other savings and investments.
PFL.9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
PFL.9.1.12.F.2	Assess the impact of emerging global economic events on financial planning.
PFL.9.1.12.F.3	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
PFL.9.1.12.F.5	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
PFL.9.1.12.F.6	Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.
PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4	Students will assess how social institutions and cultures change and evolve.
SOC.9-12.2.4.1	Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
SOC.9-12.3.3	Students will examine the social construction of groups and their impact on the life chances of individuals.
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
SOC.9-12.4.3.1	Distribution of power through social institutions

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.

Instructional Strategies/Learning Activities/and Levels of Bloom's/DOK

- Where do you stand?-Pre course survey- students will respond to a number of questions designed to help them formulate and recognize their political outlook.(Understanding)
- Timed writing-students will be introduced to the free response format in a timed writing exercise.(Evaluating)
- Current event articles will be evaluated by the students in this exercise. Students will be required to answer various timed free response questions each week throughout the school year.(Understanding, analyzing, evaluating).
- Students will develop thesis statements regarding the developing political parties in preparation for debate.(Understanding, analyzing, evaluating).
- Timed writing- students will be asked to evaluate pertinent entries from the Federalist Papers in a free response essay.(Understanding, analyzing, evaluating).
- Analysis: Article review- students will read online articles and editorial opinions of Grutter vs. Bollinger and Gratz vs. Bollinger and write their own essay.(Understanding, analyzing, evaluating)
- Delsea One
- SWAG

Modifications

ELL Modifications

- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge

- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide learning objective and skill objective
- Delsea One
- SWAG

504 and IEP Accommodations & Modifications

Testing modifications:

- higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
- DBQs and RAFTs will include highlighted segments
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
- word banks, multiple choice, matching questions help when possible
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Political cartoons and other images/graphics should include a synopsis
- Maps with keys/ word banks
- Current events can be watched or read
- Read test aloud

- Test in small groups
- Projects can be submitted digitally or paper
- Options for type of project relating to content

Instructional modifications/accommodations:

- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- modeling and showing lots of examples
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- allow student to edit with teacher comments the first attempt at a graded written assignment
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- monitoring student moods/behavior fluctuation patterns to report to casemanager
- Students who prefer to work individually will be permitted to
- Oral presentations to small groups or teacher only
- Preferential Seating
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Tap prior knowledge
- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Provide academic (Tier III) vocabulary
- Repetition of key concepts through varied methods
- Options for type of project relating to content
- Delsea One
- SWAG

Gifted and Talented Modifications

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two.
- specific career they are interested in? How would this apply to their interest?)
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Repetition of key concepts through varied methods
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Encourage students to make transformations- use a common task or item in a different way.
- Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking
- ELA - Socratic Seminars with accountability for participation (maybe a certain number of times or with a certain level of inference)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this
- ELA - Creation of technology-based assessments to address the higher levels of Bloom's
- ELA - Cross-curricular connections, especially to historical events and people
- ELA - More rhetorical analysis/inquiry (evaluate how author's writing style is persuasive)
- ELA/History: provide rationale for thinking
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Free Response Question (FRQs)
- Document Based Questions (DBQs)
- Examine historical illustrations in textbooks and convert them into the written language.
- Student led/directed discussions
- Inquiry based learning
- Modeling
- Jigsaw
- Generating and testing hypotheses
- Argumentation and debate
- Annotating
- Evaluation and creation of thesis statements
- Journal article analysis
- Graph/political cartoon/map analysis / interpretation/creation
- Analysis of current events to understand origins from historical periods.
- Media literacy to evaluate credible sources
- Options for type of project relating to content
- Thematic learning
- Delsea One
- SWAG

At Risk Modifications

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Warm-up

- 1 minute essay
- Vocabulary review
- Entrance ticket
- Homework review

Anticipatory Set:

- Short video clip
- Paired activity
- 5 minute research activity
- Guided practice

Closure:

- Exit ticket
- Whip around
- Individual summary

Summative Assessment

Summative Assessments used throughout the course include:

- Unit tests
- Debates
- Presentations
- Projects/Performance assessment
- Extended writing assignments (open ended responses aligned to AP syllabus)
- Marking period assessments
- Quizzes

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps
Case-based scenarios
Portfolios

Benchmark Assessments

Skills-based assessment
Reading responses
Writing responses

Resources

- Textbook-- American Government: Power and Purpose (Lowi,Ginsberg,Shepsle)
- The Lanahan Readings in the American Polity (Serow, Ladd)
- Declaration of Independence-primary source document
- Articles of Confederation-primary source document
- United States Constitution-primary source document
- Federalist Papers-primary source document
- Technology-- Power point, www with Google
- Youtube: Bong Hits for Jesus (Supreme Court Case)

Technology

- Youtube: Bong Hits for Jesus (Supreme Court Case) <https://www.youtube.com/watch?v=6x5hLOd-vUU>

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.