

Unit 1: Constitutionalism

Content Area: **Social Studies**
Course(s): **Civics**
Time Period: **Semester 2**
Length: **4 Weeks**
Status: **Published**

Standards

SOC.6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
SOC.6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
SOC.6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
SOC.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).
SOC.6.1.12.HistoryUP.2.c	<p>Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).</p> <p>Historical sources and evidence provide an understanding of different points of view about historical events.</p> <p>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</p>

Enduring Understandings

1. The US Constitution establishes a system of checks and balances among the branches of government and allocates power between federal and state governments.
 2. The national supremacy clause has established the national government as the overarching power in American society.
- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
 - Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
 - Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. Why do we consider the Constitution to be a "living document"?
2. How does the US Constitution establish a system of checks and balances among the branches of government and allocate power between federal and state powers?
3. Has separation of powers been effective in stabilizing the distribution of powers between the three branches?
4. How do the enumerated and implied powers in the Constitution allow the creation of public policy?
5. How do the structure, powers and functions of both houses of Congress affect the policy-making process?
6. How does the president implement a policy agenda?
7. How do the courts use the power of judicial review to create policy?

Knowledge and Skills

1. Constitutional Mechanisms - republicanism, federalism, sovereignty of the people
2. Separation of Powers - Checks and balances -
3. Federalism - state versus federal power
4. The Constitution - Articles (7) and Amendments (27) - Founding Fathers and Constitutional Convention
5. The 3 Branches of Government - Legislative, Executive, Judicial - qualifications and powers

Transfer Goals

1. Students will be able to explain how constitutional provisions of separation of powers and checks and balances operate in our national government.
2. Students will be able to explain the powers allocated to Congress, the president and the courts.

Resources

Digital Sources:

[iCivics - Engaging Students in Meaningful Civic Learning](#)

[C3 Teaching - College, Career and Civic Life](#)

[New Jersey Department of State](#)

[US Government Services and Information](#)

[Bill of Rights Institute](#)

[The Choices Program - Brown University](#)

[Civics 101 - Podcast Platform](#)

[PBS News Hour](#)

Supplemental Resources:

[How to Become President - INFOGRAPHIC](#)

[Electoral College - Fast Facts](#)

[What are the Primaries and Caucuses](#)

[NJ Mock Election](#)

[I Side Political Quiz](#)

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Assessments

<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit>

Modifications

<https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fit8XsUIe3K1VSG7nxuc4CpCec/edit>