

Unit 3 Constitutional Government

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Belleville Public Schools

Curriculum Guide

**American Government: Law Making, Democracy, and Civic Engagement
(BHS Law Academy)**

Unit 3-Constitutional Government

Grade 11

Belleville Board of Education

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Unit Overview

In this unit, students will learn and explain how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. Students will analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution and explain the importance of a written constitution and how the federal government serves the purposes set forth in the U.S. Constitution. In classroom activities and/or mock scenarios, students will discuss and identify significant individuals and their roles in the field of government and politics, including ambassadors, elected officials, and appointed officials, and categorize, diagram, or create a descriptive representation of the government powers as national, state, or shared government. Students will also use appropriate technology and/or assigned materials to research and analyze the contributions of the political philosophies of the founding fathers and explain why they created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system and historical conflicts over the respective roles of national and state governments in the United States. As a unit culminating activity, students will participate in a class discussion/activity to evaluate the limits on the national and state governments in the U.S. federal system of government as well as discuss how the U.S. Constitution can be amended. Students will analyze legislation and case law on women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities and how these groups have contributed to the American economy, politics and society. Students will assess the responses of the United States and other nations to the violations of human rights throughout history and comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Students will evaluate the government response to climate change and the effects of global warming on environment.

Enduring Understanding

Students will understand how constitutional government is and has been influenced by people, ideas, and historical documents. Students will connect the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution to the actual function and powers of the federal, state and local government. Students will realize the importance of their role in U.S. Democracy

and the significance various elected officials. Students will identify individuals and their roles in the field of government and politics, including ambassadors, elected officials, and appointed officials at all levels of the U.S. Government. Students will also identify political philosophies of the founding fathers and comprehend why they created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system and historical conflicts over the respective roles of national and state governments in the United States. All people have the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Appreciation for the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. Recognize the responsibilities of the United States and other nations to respond to the violation of human rights that occurred during the Holocaust and other genocides. Recognize the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. Evaluate the government response to climate change and the effects of global warming on environment.

Essential Questions

- What is constitutional government?
- How did constitutional government evolve in the U.S.?
- What historical documents influenced the U.S. Constitution?
- How is and has constitutional government been influenced by people and ideas?
- What principles and ideas underlie the Declaration of Independence and the U.S. Constitution?
- What is the importance of a written constitution?
- How does the federal government serve the purposes set forth in the U.S. Constitution?
- Who are the significant individuals in constitutional government and what are their roles?
- What were the political philosophies of the founding fathers, and what are the political philosophies of the present political parties in our system of government?
- What are the limits on the power of the national, state, and local governments in the U.S. system of government?
- What is the personal and legal responsibility that each citizen bears to fight racism?
- How have women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities contributed to the American economy, politics and society?
- How have the United States and other nations responded to the violation of human rights that occurred during the Holocaust and other genocides?
- What are the origins of the antislavery movement and what has been the impact of particular events, such as the Amistad decision, on the movement?
- What is and has been the government's response to climate change and the effects of global warming on environment?

Exit Skills

By the end of Unit 3 students will demonstrate the ability to;

- Identify the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution;
- Explain the importance of a written constitution and how the federal government serves the purposes set forth in the U.S. Constitution;
- Explain how the Federalist Papers explain the principles of the U.S. constitutional system of government;
- Describe constitutional provisions for limiting the role of government such as republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;
- Identify and explain the contributions of the political philosophies of the founding fathers and explain why they created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system.
- Evaluate the limits on the national, state and local governments in the U.S. system of government and explain how the U.S. Constitution can be amended;
- Categorize, diagram, or create a descriptive representation of the government powers as national, state, or local levels of

government;

- Explain historical conflicts over the respective roles of national, state and local governments in the United States; and
- Identify significant individuals and their roles in the field of government and politics, including ambassadors, elected officials, and appointed officials.
- Comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
- Identify the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- Discuss the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- Comprehend the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- Evaluate the government response to climate change and the effects of global warming on environment.

New Jersey Student Learning Standards (NJSL-S)

SOC.6.1.12.CivicsPI.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.6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
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	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).
SOC.6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

Interdisciplinary Connections

LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations

of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WRK.9.2.12.CAP.2

Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

WRK.9.2.12.CAP.6

Identify transferable skills in career choices and design alternative career plans based on those skills.

TECH.9.4.12.DC.3

Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

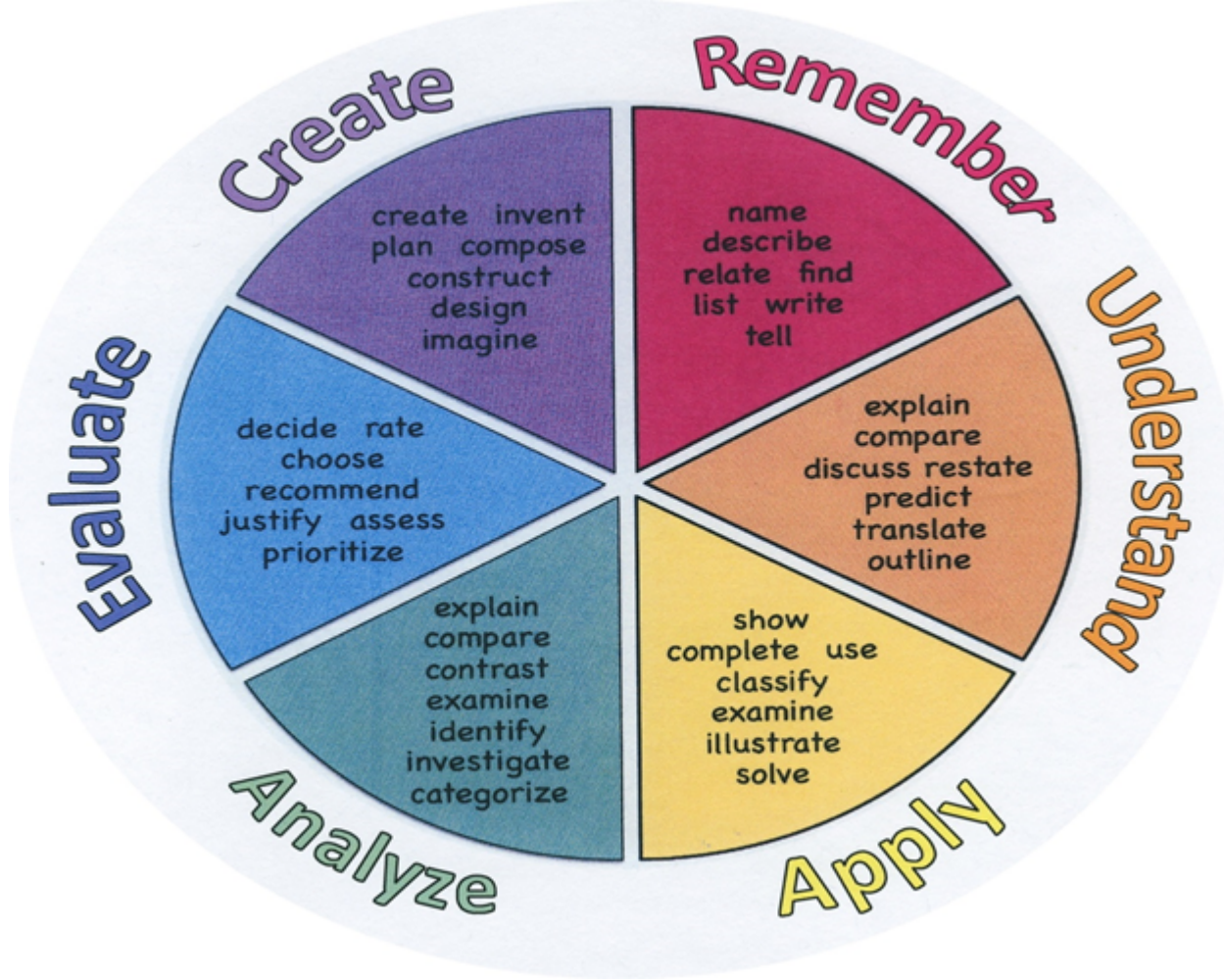
Learning Objectives

- Analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution;
- Explain the importance of a written constitution and how the federal government serves the purposes set forth in the U.S. Constitution;
- Explore how the Federalist Papers explain the principles of the U.S. constitutional system of government;
- Evaluate constitutional provisions for limiting the role of government such as republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;
- Analyze the contributions of the political philosophies of the founding fathers and explain why they created a distinctly new form of federalism
- Evaluate the limits on the national, state and local governments in the U.S. system of government and how the U.S. Constitution can be amended;
- Categorize, diagram, or create a descriptive representation of the government powers as national, state, or shared government;
- Analyze historical conflicts over the respective roles of national and state governments in the United States; and
- Identify significant individuals and their roles in the field of government and politics, including ambassadors, elected officials, and appointed officials.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			

	Discuss Estimate Extrapolate Generalize Predict	Modify Operate Subtract			
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Suggested Activities & Best Practices

- Use of the e-learning platform using web based services for classroom management and lesson delivery
- Reading and outlining text and other e-material
- Using outline templates and PowerPoint presentations to reinforce student outlines
- Teacher oriented class discussion
- Reaction Papers addressing legal topics and current event issues
- Answering Discussion Questions and Unit/Lesson assessment questions
- Legal Vocabulary Review
- Create graphic organizer depicting structure of Federal Court system and the Court System of the State of New Jersey
- Create graphic organizer depicting the four levels of government in New Jersey

- Analyze and discuss legislation, policy making, case law, and current event issues addressing;
 - The effects of global warming on the environment
 - The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people
 - The Holocaust and genocides and the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens
 - The contributions of African-Americans to our country
- Reading and outlining text and other e-material and resources
- Using outline templates and PowerPoint presentations to reinforce student learning
- Teacher oriented class discussion
- Reaction Papers addressing relevant topics and current event issues
- Answering Discussion Questions and Unit/Lesson assessment questions
- Creation of diagrams or other descriptive representations of the government powers at national, state, or local levels of government
- Organizing and participating in mock elections and hosting political forums

Assessment Evidence - Checking for Understanding (CFU)

Web-Based Assessments

Multimedia Reports

Written Reports

Think, Pair, Share

Exit Tickets

Evaluation rubrics

Self- assessments

KWL Chart

Teacher Observation Checklist

Explaining, Describe, Define

Evaluate

Compare & Contrast

Outline

Newspaper Headline

Socratic Seminar

Study Guide

Reaction Paper

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments

- Written Reports

Primary Resources & Materials

- E-Textbook: American Government: Law Making, Democracy, and Civic Engagement
- Access to Legal periodicals such as NJSBF Legal Eagle and database resources such as Newsela, Mackin Educational Resources
- Internet access for legal research on current event issues
- Presentation tools such as a Smart T.V.
- E-Learning Platform (Student Information Systems i.e. Power School/Schoology, Edmentum)

Ancillary Resources

- BHS Courtroom
- BHS Law Library
- Video equipment for recording courtroom trials and activities

Technology Infusion

- Access to a cloud-based Student Information System (i.e. PowerSchool) and learning management system (i.e. Schoology)
- Presentation tools to aid in lesson delivery (i.e. Smart T.V.)
- Chromebooks for student use
- Video/Audio equipment for recording and reviewing courtroom presentations
- Quia Web-based testing
- ClassLink
- Edmentum

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

21st Century Skills/Interdisciplinary Themes

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

Creativity and Innovation

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy

- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Global Awareness
 - Financial, Economic, Business and Entrepreneurial Literacy
 - Civic Literacy
 - Environmental Literacy
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- Civic Literacy
 - Environmental Literacy
 - Financial, Economic, Business and Entrepreneurial Literacy
 - Global Awareness
 - Health Literacy

Differentiation

Differentiations:

Small group instruction

Extra time to complete assignments

Pairing oral instruction with visuals

Study guides

Hi-Prep Differentiations:

Alternative formative and summative assessments

Guided Reading

Independent research and projects

Project-based learning

Lo-Prep Differentiations

Jigsaw

Open-ended activities

Think-Pair-Share

Differentiations:

- Small group instruction
- Small group assignments

- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest

- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Modified assignments
- Additional time for assignments and assessments
- Provide modifications as dictated in the student's IEP/504 plan
- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments

- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Providing assignments/assessments in native language
- Decreasing the amount of work presented or required
- Tutoring by peers
- Providing study guides

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Guided outlining and open outline assessments
- Tutoring by peers
- Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards,

charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Providing additional project based learning opportunities for in-depth analysis
- Debate issues with research to support arguments
- Allow students to work at a faster pace

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name:

Unit 3 Constitutional Government

NJSLS:

See Link Below

Interdisciplinary Connection:

Critical Thinking

Problem Solving

Reading- Informative text/vocabulary

Writing-analysis/evaluation

Statement of Objective:

SWDAT identify and explain the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution by creating a diagram comparing the two documents and identifying the similarities between the two. Students will be required to present their diagrams to the class. Students will complete the presentation with 100% accuracy.

Anticipatory Set/Do Now:

Read the Declaration of Independence and the Bill of Rights

Learning Activity:

T/O Class Discussion; Create a diagram comparing the Declaration of Independence and the Bill of Rights. identifying the similarities in the two documents.

Student Assessment/CFU's:

Students will create diagram comparing the Declaration of Independence and the Bill of Rights that will be reviewed and revised class discussions-Alternate assessment

Checklists and the E-learning platform will be used to review student work for comprehension and understanding

Unit 1-3 Quiz-Summative Assessment

Evaluation rubrics for writing, oral presentations-Formative Assessment

Engage in debate of current event legal issues-Benchmark Assessment

Materials:

E-Textbook

E-Learning Platform (Student Information System, i.e. Power School/Schoology)

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

Lap-Tops for students

21st Century Themes and Skills:

Civic Literacy

Financial, Economic, Business and Entrepreneurial Literacy

Differentiation:

Students will be given additional time for completion of assignments or assessments

Cooperative grouping to enhance and elevate student productivity during legal research projects

Use of visual and auditory presentations to introduce and support lesson delivery

Use of web based resources and databases that provide structured reading levels and read aloud options

Integration of Technology:

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

E-learning platform

LA.RST.11-12.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.

SOC.6.3

Active Citizenship in the 21st Century

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

WRK.9.2.12.CAP.2

Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

TECH.9.4.12.CI.2

Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

TECH.9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

TECH.9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

