

# Unit 1: Foundations of American Democracy

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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## United States Government and Politics Advanced Placement: Grades 11 & 12 Unit 1 Foundations of American Democracy

**Belleville Board of Education**

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## **Unit Overview**

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Unit 1 focuses on More than 200 years after the U.S. Constitution was ratified, the compromises that were necessary for ratification—which in some instances led to ambiguity—continue to fuel debate and discussion over how best to protect liberty, equality, order, and private property. This first unit sets the foundation for the course by examining how the framers of the Constitution set up a structure of government intended to stand the test of time. Compromises were made during the Constitutional Convention and ratification debates, and these compromises focused on the proper balance between individual freedom, social order, and equality of opportunity. In subsequent units, students will apply their understanding of the Constitution to the institutions of government and people’s daily lives.

## **Enduring Understanding**

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A balance between governmental power and individual rights has been a hallmark of American political development.

The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.

The Constitution created a competitive policy-making process to ensure the people’s will is represented and that freedom is preserved.

Federalism reflects the dynamic distribution of power between national and state governments.

## **Essential Questions**

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Why are there debates about the balance of power between the federal and state governments?

Is the Bill of Rights necessary? Why or why not?

How does the Constitution affect you and the choices you make?

How has a balance between governmental power and individual rights been a hallmark of American political development?

How did the US Constitution emerge from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government?

How did the US Constitution create a competitive policy-making process to ensure the people's will is represented and that freedom is preserved?

How does Federalism reflect the dynamic distribution of power between national and state governments?

## **Exit Skills**

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Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.

Describe the author's claim(s), perspective, evidence, and reasoning

Describe political principles, institutions, processes, policies, and behaviors.

Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.

Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context

## New Jersey Student Learning Standards (NJSL-S)

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	<p>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</p>
SOC.6.1.12.CivicsPD.1.a	<p>Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.</p> <p>Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.</p>
SOC.6.1.12.CivicsPI.2.a	<p>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.</p>
SOC.6.1.12.GeoPP.2.a	<p>Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</p>
SOC.6.1.12.HistoryCC.2.b	<p>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).</p>
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>
SOC.6.1.12.HistoryCA.3.a	<p>Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p>
SOC.6.1.12.CivicsPR.10.a	<p>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.</p>
CS.9-12.8.2.12.ETW.4	<p>Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</p>
CS.9-12.IC	<p>Impacts of Computing</p> <p>The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.</p>

## Interdisciplinary Connections

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LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	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.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## Learning Objectives

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Explain how democratic ideals are reflected in the Declaration of Independence and the US Constitution.

Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the US

Compare how Federalist and Anti-Federalist views on central government and democracy are reflected in US foundational documents.

Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states.

Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.

Assess the constitutional principles of separation of powers and “checks and balances.”

Explain the implications of separation of powers and “checks and balances” for the US political system.

Explain how societal needs affect the constitutional allocation of power between the national and state governments.

Judge how the appropriate balance of power between national and state governments has been interpreted

differently over time.

Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.

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

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
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	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## **Suggested Activities & Best Practices**

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Primary Source analysis

Argument development

Writing Exercises

Critical thinking Exercises

Close Reading

Group collaboration

Timed Assessments

## **Assessment Evidence - Checking for Understanding (CFU)**

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- Benchmarks (Benchmark)

Unit Tests (summative)

Quizzes (Summative)

PBL (alt)

Essay Writing (formative)

Socratic Seminar (alt)

Evaluation Rubrics (formative)

Self Assessments (formative)

Compare & Contrast (alt)

Exit Tickets (summative)

- 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**

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MaGruder's American Government Textbook, 2009 - Prentice Hall , Upper Saddle River, New Jersey

## **Ancillary Resources**

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Bill of Rights Institute

Khan Academy

Albert.io

AP College Board

## **Technology Infusion**

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Students will utilize: Chrome books, the Internet, Google Classroom and other technologies and our online text book.

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.



## Alignment to 21st Century Skills & Technology

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WRK.9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
WRK.9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
WRK.9.2.12.CAP.18	Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
WRK.9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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	Critical Thinking and Problem-solving

## 21st Century Skills/Interdisciplinary Themes

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- 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

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

## Differentiation

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Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

**Differentiations:**

- Small group instruction
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards

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

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Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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)**

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Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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**

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Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- 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)**

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Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- 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

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Unit Name: Unit 1 Constitutional Underpinnings of United States Government

Objective: Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

Interdisciplinary Connection: Language Arts

Statement of Objective: SWBAT: Students will understand THE Electoral College and how it works deals

Anticipatory Set/Do Now:

- 1-Minute research
- 3-5 questions
- Jeopardy
- Quick Video

Learning Activity: Students are working on a series of essay questions give the previous week in preparation for our upcoming Ap Government test in May

Student Assessment/CFU's:

Article 2 of the Constitution will be researched and discussed. while also being able to articulat their opinions.

- Creative Writing
  - Exam/Quiz
  - Class Participation
- Materials: Laptop, LCD, Text Maps, handouts,

21st Century Themes and Skills:

- Civic literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving

Differentiation: Tiered grouping, these groups are put together during the first few weeks of school and will change during the school year.

Integration of Technology: Laptop, LCD, internet

