

Unit 4: American Political Ideologies and Beliefs

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Belleville Public Schools

Curriculum Guide

United States Government and Politics Advanced Placement:

Grades 11 & 12

Unit 4: American Political Ideologies and Beliefs

Belleville Board of Education

56 Ralph Street

Belleville, NJ 07109

Prepared by: Social Studies Teacher, Emily Pascali

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

Unit Overview

Connecting the application of political science methods to the development of social and economic policies that Americans support, advocate for, and adopt is foundational to understanding the ideologies of political parties and patterns of political participation. American political beliefs are shaped by founding ideals, core values, linkage institutions (i.e., elections, political parties, interest groups, and the media in all its forms), and the changing demographics of citizens. These beliefs about government, politics, and the individual's role in the political system influence the creation of public policies

Enduring Understanding

Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.

Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.

Widely held political ideologies shape policy debates and choices in American policies.

Essential Questions

How do our core beliefs about the role of government affect our behavior?

- How does our view of what freedom is shape our opinions?
- Why are some opinion polls better than others?
- How can policy-makers use information from political science to make decisions?
- How are citizen beliefs about government shaped?
- How is public opinion measured?
- How do widely held political ideologies shape policy debates and choices in American policies?

Exit Skills

Explain how the implications of the author’s argument or perspective may affect political principles, institutions, processes, policies, and behaviors.

Explain possible limitations of the data provided.

Explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.

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

Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.

	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
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.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
SOC.6.1.12	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.6.1.12.9	Contemporary United States (1970-Today)
SOC.6.1.12.A.14	Civics, Government, and Human Rights
SOC.6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
SOC.6.1.12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

Interdisciplinary Connections

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RST.9-10.6	Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Learning Objectives

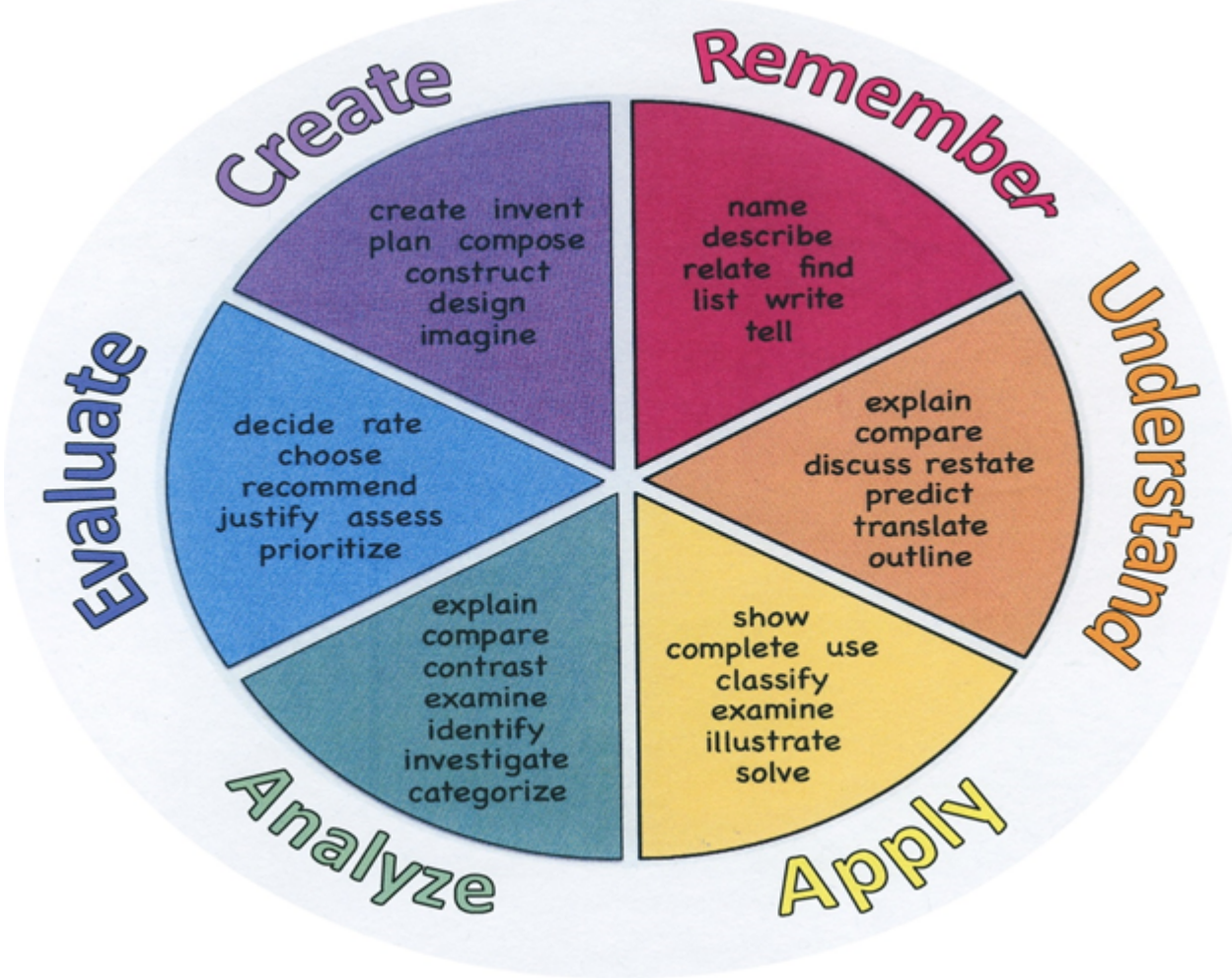
Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.

- Explain how cultural factors influence political attitudes and socialization.
- Describe the elements of a scientific poll.
- Explain the quality and credibility of claims based on public opinion data.
- Explain how ideologies of the two major parties shape policy debates.
- Explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.
- Describe different political ideologies on the role of government in regulating the marketplace.
- Explain how political ideologies vary on the government's role in regulating the marketplace.
- Explain how political ideologies vary on the role of the government in addressing social issues.
- Explain how different ideologies impact policy on social issues

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 Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Examine Graph Interpolate Manipulate Modify Operate Subtract			Rewrite Transform
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Suggested Activities & Best Practices

- Primary Source analysis
- Argument development
- Writing Exercises

Critical thinking Exercises

Close Reading

Group collaboration

Timed Assessments

Assessment Evidence - Checking for Understanding (CFU)

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

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

Ancillary Resources

Icivics

Bill of Rights Institute

Khan Academy

Albert.io

AP College Board

Technology Infusion

Students will utilize: Chrome books, the Internet, Google Classroom and other technologies and our on-line 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

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

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.CT.3

Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Cultivating online reputations for employers and academia requires separating private and professional digital identities.

There are strategies to improve one's professional value and marketability.

21st Century Skills/Interdisciplinary Themes

- 0x • Global Awareness
- 0x • Financial, Economic, Business and Entrepreneurial Literacy
- 0x • Civic Literacy
- 0x • Health Literacy
- 0x • Environmental Literacy
- 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

- 0x • Communication and Collaboration
- 0x • Information Literacy
- 0x • Media Literacy
- 0x • ICT (Information, Communications and Technology) Literacy
- 0x • Life and Career Skills
- 0x • Creativity and Innovation
- 0x • Critical thinking and Problem Solving
 - Civic Literacy
 - Environmental Literacy
 - Financial, Economic, Business and Entrepreneurial Literacy
 - Global Awareness
 - Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Choice of books or activities
- Cubing activities

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

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)

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

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)

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

Unit Name: Making Sense of Political Polling

NJSLS:linked

Interdisciplinary Connection:ELA

Statement of Objective: Students will identify what makes for a high-quality, credible political opinion poll. □ Students will analyze and reflect on the effect of opinion polls on the democratic process.

Anticipatory Set/Do Now: If a pre-election poll showed that the presidential candidate you support was probably going to lose, would you still vote for him/her? Why or why not? A quick write allows students to write down their thoughts before discussing the opening question in order to increase participation and make the discussion more accessible to English Language Learners.

Learning Activity: Pre teach this vocabulary Aggregate (adj.) Formed by adding two or more amounts together Collective (adj.) Involving all members of a group; done or shared by a group Partisan (adj.) In support of one political party, candidate, group, or cause. Representative sample (n.) In a poll, a small number of people that accurately reflects a larger population Ubiquitous (adj.) Widespread, seeming to be everywhere

As a class, in small groups or individually, students watch the PBS video and listen to the NPR Fresh Air Interview on Polling

Before watching: Students share their responses to the quick write. Discuss how the predicted outcome of a political race (or any contest) can have an impact on the way people actually participate in the race. Ask students if they have read or heard about any polls leading up to the presidential election. Discuss how those polls have influenced their thinking or the thinking of voters they know, if at all. □

While watching: Ask students to listen for what goes into constructing an accurate poll and what polls are used for.

After watching: As a class or in small groups, students make a T-chart using information from the video

Explore Opinion Polls: Students explore a variety of polls or choose an issue to explore on the Roper Center archives ,the Pew Research Center or other non-partisan political research sites.

Student Assessment/CFU's: Final product worksheets

Materials: Laptop, headphones

21st Century Themes and Skills: critical thinking

Differentiation: Pair grouping, these pairs are put together during the first few weeks of school and will change during the school year to improve success.

Integration of Technology: research, google suite