

# Unit 5: Political Participation

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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 5: Political Participation

**Belleville Board of Education**

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Board Approved:

## **Unit Overview**

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Students should understand the many ways that they can influence policy-makers and impact the decisions that will affect their daily lives. The principle of rule by the people is the bedrock of the American political system and requires that citizens engage and participate in the development of policy. Under our Constitution, governing is achieved directly through citizen participation, although there are institutions (e.g., political parties, interest groups, and mass media) that inform, organize, and mobilize support to influence government and politics, resulting in many venues for citizen influence on policy making.

## **Enduring Understanding**

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Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.

Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.

The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.

The various forms of media provide citizens with political information and influence the ways in which they participate politically

## **Essential Questions**

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Why do some people choose to participate in government while others do not?

- How does your social network affect your political beliefs?
- How do factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation?
- How do political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers?
- Why do both sides of the political spectrum continue to contest the impact of federal policies on campaigning and electoral rules?
- How do the various forms of media provide citizens with political information and influence the ways in which they participate politically?

## **Exit Skills**

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Explain how required Supreme Court cases apply to scenarios in context.

Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives.

Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources

Use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis.

Support the argument using relevant evidence.

SOC.6.1	<p>U.S. History: America in the World</p> <p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p> <p>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</p> <p>An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.</p>
SOC.6.1.12.CivicsCM.14.a	<p>Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.</p> <p>Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.</p>
SOC.6.1.12.CivicsPD.16.a	<p>Construct a claim to describe how media and technology has impacted civic participation and deliberation.</p> <p>To better understand the historical perspective, one must consider historical context.</p>
SOC.6.1.12.8	<p>Postwar United States (1945 to early 1970s)</p>
SOC.6.1.12.A.11.c	<p>Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.</p>
SOC.6.1.12.A.13	<p>Civics, Government, and Human Rights</p>
SOC.6.1.12.A.13.b	<p>Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p>
SOC.6.1.12.D.13.a	<p>Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p>
SOC.6.1.12.D.13.b	<p>Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p>
SOC.6.1.12.D.13.c	<p>Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.</p>
SOC.6.1.12.CS13	<p>Postwar United States: Civil Rights and Social Change: The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.</p>
SOC.6.2.12.A.5.e	<p>Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p>
SOC.6.3.12.D	<p>History, Culture, and Perspectives</p>
SOC.6.3.12.D.1	<p>Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.</p>

## Interdisciplinary Connections

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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.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.  Integration of Knowledge and Ideas
LA.RST.9-10.5	Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
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.

## Learning Objectives

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Describe the voting rights protections in the Constitution and in legislation.

- Describe different models of voting behavior.
- Explain the roles that individual choice and state laws play in voter turnout in elections.
- Describe linkage institutions. ■ Explain the function and impact of political parties on the electorate and government.
- Trace why and how political parties change and adapt.
- Explain how structural barriers impact third-party and independent candidate success.
- Explain the benefits and potential problems of interest-group influence on elections and policy making.
- Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.
- Explain how various political actors influence public policy outcomes.
- Compare how the different processes work in a U.S. presidential election.
- Argue how the Electoral College facilitates and/or impedes democracy.
- Explain how the different processes work in U.S. congressional elections.
- Explain how campaign organizations and strategies affect the election process.
- Critique how the organization, finance, and strategies of national political campaigns affect the election process.
- Explain the media's role as a linkage institution.

■ Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.

<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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### **Text(s):**

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

## **Ancillary Resources**

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Oyez.org

Icivics

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 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.

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel  
 Flipboard  
 Office 365  
 Nova Mindmapping

Ted Talks  
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/1Padagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## **Alignment to 21st Century Skills & Technology**

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### **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

### **21st Century Skills/Interdisciplinary Themes**

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- 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

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

Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.

## 21st Century Skills

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- 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

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### Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
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### 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:

# Campaigning: It's a Process

NJSLS:linked

**Interdisciplinary Connection: ELA/Math**

**Statement of Objective: SWDAT**

Describe the major components and timeframe of a presidential campaign

Identify factors that influence a campaign

Analyze the use of media in campaigns

Examine campaign finance, including the influence of finance laws and Court decisions

**Anticipatory Set/Do Now: How much \$\$ do you think presidential campaigns cost?**

**Learning Activity: Students will be given a few handouts to learn more about the process. They will analyze data from iCivics.org**

**They will then create a graph and discuss the process of campaigning. Extension: research campaign funds in the state of NJ and compare them to another state of their choice**

**Student Assessment/CFU's Final discussion**

**Materials:** Laptop, Internet, Text Maps, handouts,

**21st Century Themes and Skills:** action research

**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: chromebooks, research, google suite**