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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

American Government: Law Making, Democracy, and Civic Engagement

Grades 9-12

Unit 3: Constitutional Government

Belleville Board of Education

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Board Approved:

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and explain how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents.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.

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Students will understand how constitutional government is and has been influenced by people, ideas, and historical documents.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.

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?

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;

Expalin 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.

New Jersey Student Learning Standards (NJSLS-S)

9.3.LW.1	Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.
9.3.LW.2	Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
SOC.6.1.12.A.2.d	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
SOC.6.1.12.A.3.g	Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
SOC.6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
SOC.6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
SOC.6.3.12.A.1	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 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.

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 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 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;

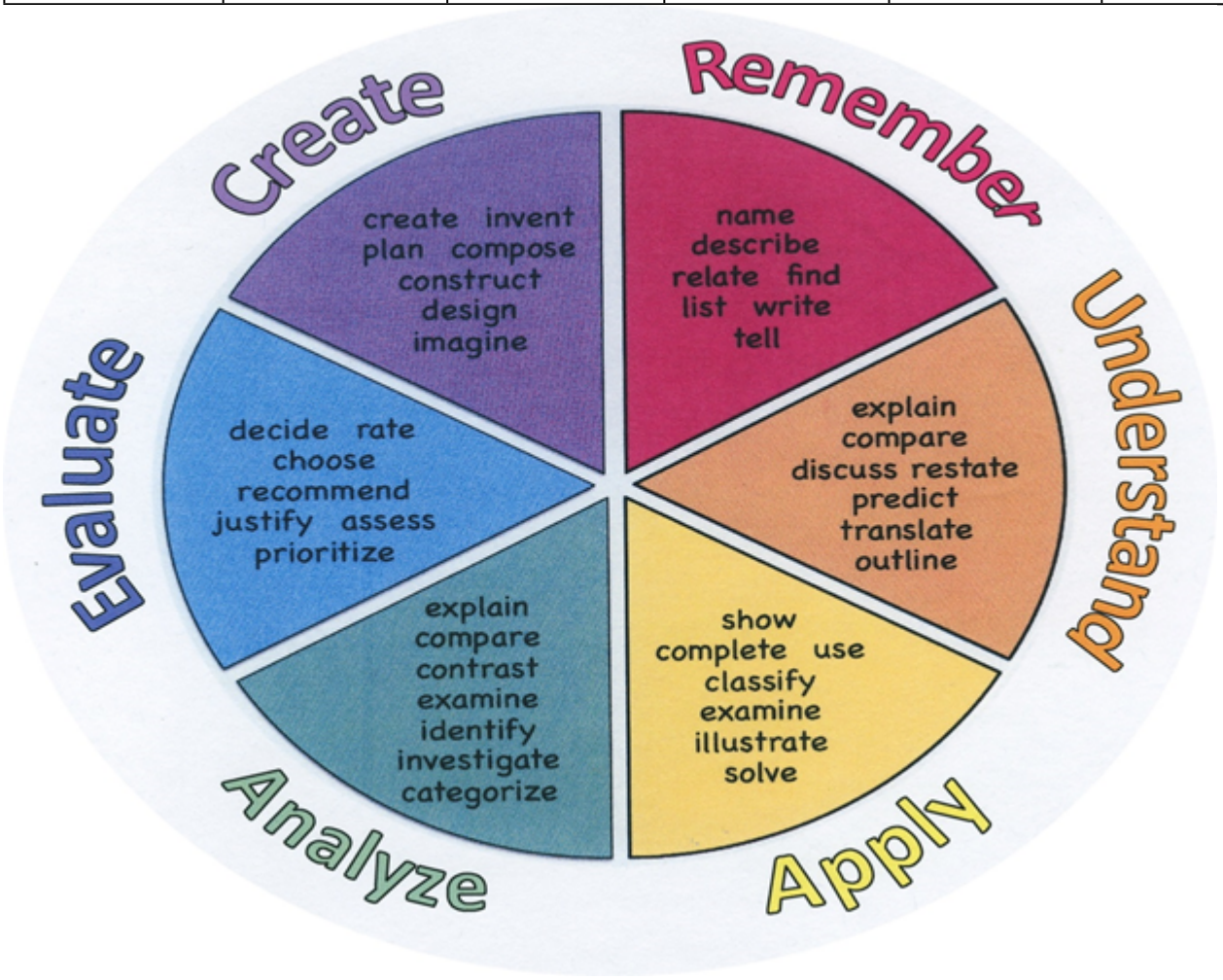
Analyze historical conflicts over the respective roles of national and state governments in the United States; and

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 Omit Recite Select State Count Draw Outline Point Quote Recall Recognize Repeat Reproduce	Illustrate Indicate Interrelate Interpret Infer Match Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Produce Select Show Sketch Solve Use Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Select Subdivide Survey Arrange Breakdown Combine Detect Diagram Discriminate Illustrate Outline Point out Separate	Critique Determine Grade Justify Measure Rank Rate Support Test	Make Originate Organize Plan Produce Role Play Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

- Continued use and development of e-learning platform using Google Classroom, Oncourse and other web based services
- 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-Text and resources
- Research and internet articles
- PowerPoint Presentations
- Smart T.V./District provided laptop
- E-Learning Platform (Google Classroom, Oncourse, Quia Web-based testing, ClassLink)

Ancillary Resources

- BHS Courtroom and video system (Room 240)
- BHS Law Library (Room 240)
- Use of Auditorium for debates and political forums

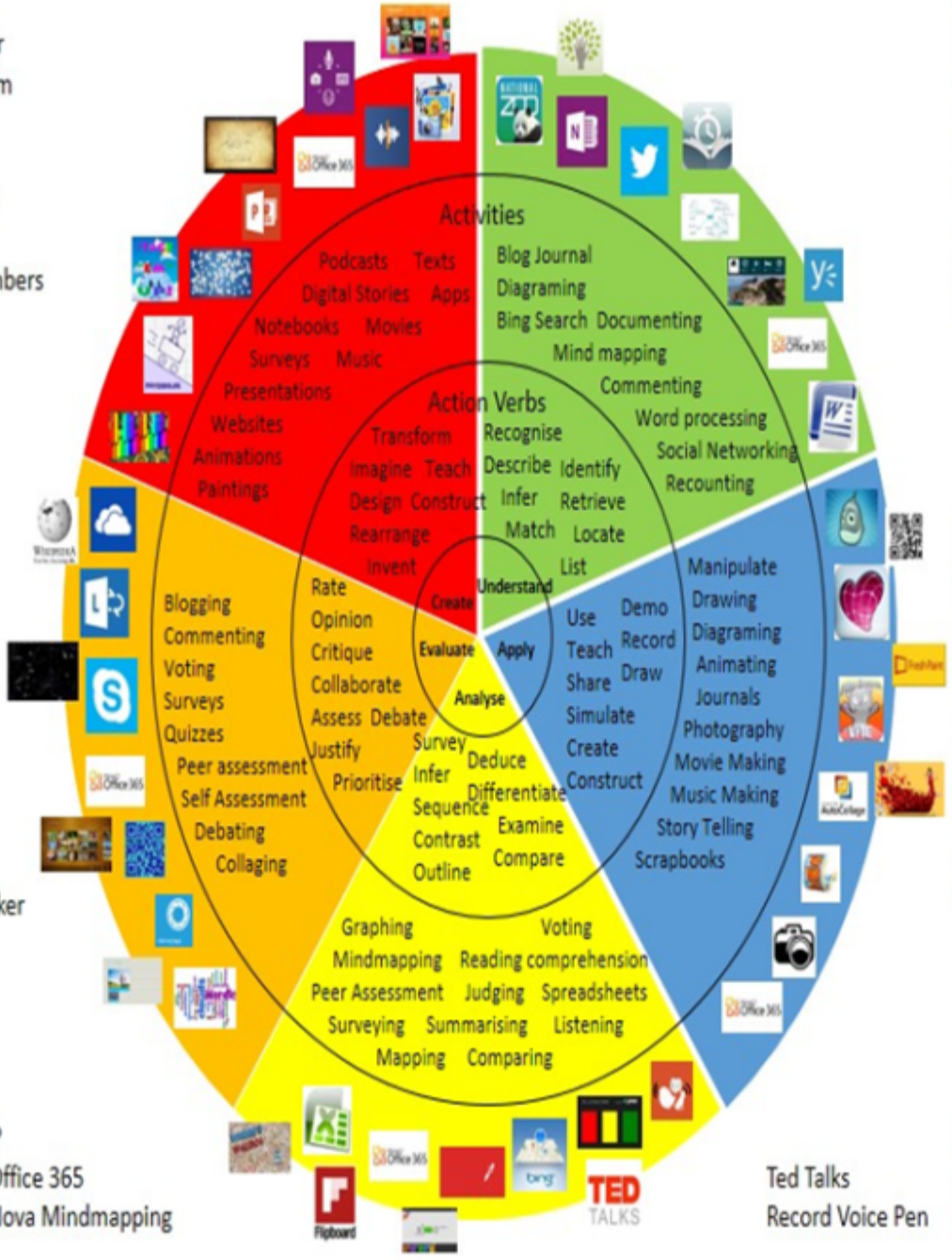
Technology Infusion

- E-Text and resources
- PowerPoint Presentations
- Smart T.V./District provided laptop
- Video/Audio equipment for recording and reviewing classroom presentations
- E-Learning Platform (Google Classroom, Oncourse, Quia Web-based testing, ClassLink)

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 Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

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

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.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.

21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- 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

PFL.9.1.12.F.3	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

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

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.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.

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

- 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 clarif
- 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 workpresented 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 workpresented 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:

See Link Below

Materials:

e-text/Resources

Internet access

PowerPoint

Lap-Tops

21st Century Themes and Skills:

See Link Below

Differentiation:

See Link Below

Integration of Technology:

PowerPoint Presentation

Internet

Chromebook

Google Classroom/Oncourse