Unit 5 Government Policies and U.S. Culture Copied from: American Government: Law Making, Democracy, and Civic Engagement , Copied on: 02/21/22

Content Area: **Social Studies**
Course(s): **American Government: Law Making, Democracy, and Civic Engagement**
Time Period: **MayJun**
Length: **35 Days Grades 9-12**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

American Government: Law Making, Democracy, and Civic Engagement

Grades 9-12

Unit 5 Government Policies and U.S. Culture

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Gerard V. Ross, Law Related Education Teacher

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

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

Ms. Nicole Shanklin, Director of Elementary Education

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

Unit Overview

In this unit, students will discuss changes in American culture brought about by government policies such as voting rights, the GI Bill, and racial integration. Students will identify a political policy or decision in the United States that was a result of changes in American culture as well as an example of a government policy that has affected a particular racial, ethnic, or religious group, and present/discuss their examples in small groups and/or other classroom activities. Students will examine and identify the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system. Students will also research and identify the sources of revenue and expenditures of the U.S. government and analyze their impacts on the U.S. economy, compare and contrast the role of government in the U.S. free enterprise system and other economic systems, and explain the effects of international trade on U.S. economic and political policies. Students will present and discuss their findings with descriptive charts, diagrams, posters, presentations, and/or other classroom activities.

Enduring Understanding

Students will recognize changes in American culture brought about by government policies and identify the potential impact of government policies on American culture. Students will identify changes in American culture that were a result of changes in a political policy or decision and the impact on particular racial, ethnic, or religious groups. Students will connect the importance of voting and electing officials who support positive changes in American culture. Students will comprehend the roles played by individuals elected or appointed to

local, state, and national offices and their impact on American culture and in public and private sectors of the U.S. free enterprise system. Students will identify the sources of revenue and expenditures of the local, state, and national government and analyze their impacts on the U.S. economy. Students will realize the role of government in the U.S. free enterprise system and other economic systems, and know the effects of international trade on U.S. economic and political policies.

Essential Questions

What changes have there been in American culture brought about by government policies?

What government policies have had the greatest impact on racial, ethnic, and religious groups?

What is the role of local, state, and national governments in public and private sectors of the U.S. free enterprise system?

What is the role of individuals elected or appointed to local, state, and national offices and their impact on American culture?

What are sources of revenue and expenditures of the local, state, and national government and what is their impact on the U.S. economy?

How does the U.S. government influence the U.S. free enterprise system and other economic systems? What are the effects of international trade on U.S. economic and political policies?

Exit Skills

By the end of Unit 5 students will demonstrate the ability to;

Identify a political policy or decision in the United States that was a result of changes in American culture;

Discuss changes in American culture brought about by government policies such as voting rights, the GI Bill, and racial integration;

Present an example of a government policy that has affected a particular racial, ethnic, or religious group; Explain the influence of individuals and/or groups that have affected change in society.

Identify the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system.

Recognize that government policies influence the economy at the local, state, and national levels;

Identify and explain the sources of revenue of the U.S. government and analyze their impact on the U.S. economy;

Identify and explain the sources of expenditures of the local, state, and national government and analyze their impact on the U.S. economy;

Compare and contrast the role of government in the U.S. free enterprise system and other economic systems;

Explain the effects of international trade on U.S. economic and political policies.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.A.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
SOC.6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
SOC.6.1.12.A.7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
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.6.1.12.A.13.b	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.
SOC.6.1.12.A.14.g	Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).
SOC.6.1.12.C.9.b	Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
SOC.6.1.12.C.16.c	Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

Interdisciplinary Connections

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
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.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.

Learning Objectives

Identify a political policy or decision in the United States that was a result of changes in American culture;

Discuss changes in American culture brought about by government policies such as voting rights, the GI Bill, and racial integration;

Present an example of a government policy that has affected a particular racial, ethnic, or religious group; Explain the influence of individuals and/or groups that have affected change in society.

Identify the roles played by local, state, and national governments in public and private sectors of the U.S. free enterprise system.

Recognize that government policies influence the economy at the local, state, and national levels;

Identify and explain the sources of revenue of the U.S. government and analyze their impact on the U.S. economy;

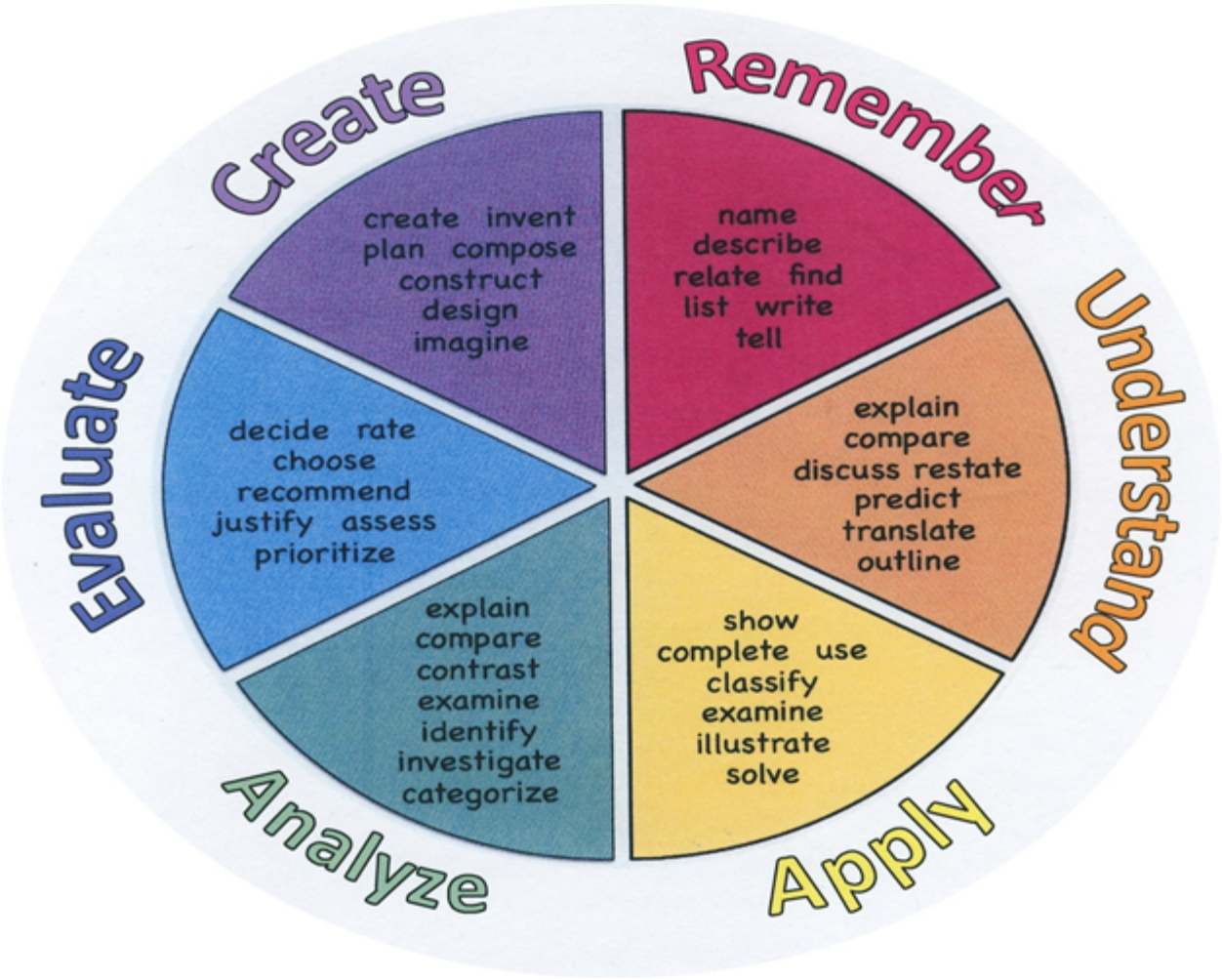
Identify and explain the sources of expenditures of the local, state, and national government and analyze their impact on the U.S. economy;

Compare and contrast the role of government in the U.S. free enterprise system and other economic systems;

Explain the effects of international trade on U.S. economic and political policies.

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	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



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
- Analyzing municipal, county, state, and school district budgets focusing on revenue and expenditures

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)
- Access to municipal, county, state, and school district budgets

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)



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.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.

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

9.1.12.CFR	Civic Financial Responsibility
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.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.

21st Century Skills

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

9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.
9.1.12.EG.3	Explain how individuals and businesses influence government policies.

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 5 Government Policies and U.S. Culture

NJSLS:

See Link Below

Interdisciplinary Connection:

Critical Thinking

Problem Solving

Reading- Informative text/vocabulary

Writing-analysis/evaluation

Statement of Objective:

SWDAT identify and explain changes in American culture brought about by government policies such as voting rights **by** comparing and contrasting state voting laws. Students will compare and contrast New Jersey's voting laws with voting laws of another state. Students will present their findings to the class in a multimedia report. Students will complete the presentation with 100% accuracy.

Anticipatory Set/Do Now:

Read and outline New Jersey's Voter Rights and Accessibility Information (https://www.state.nj.us/state/elections/voter-rights.shtml)

Learning Activity:

T/O Class Discussion; Compare and contrast New Jersey's Voter Rights with that of another state and prepare a multimedia report to present to the class.

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