Unit 6: Political Beliefs and Behaviors Copied from: US Govt & Politics AP, Copied on: 02/21/22

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Belleville Public Schools

Curriculum Guide

United States Government and Politics Advanced Placement:

Grades 11 & 12

Unit 6: Political Beliefs and Behaviors

Belleville Board of Education

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Unit Overview

a. Beliefs that citizens hold about their government and its leaders

b. Process by which citizens learn about politics

c. The nature, sources, and consequences of public opinion

d. The ways in which citizens vote and otherwise participate in political life

e. Factors that influence citizens to differ from one another in terms of political beliefs and behaviors

Enduring Understanding

The media, interest groups and political parties guide political decisions and policy in every aspect of the government and politics.

Essential Questions

Q1. What are the origins of the two party system, how has it evolved, and how has major historical events lead to party realignment? Why has it persisted, and does it benefit the American citizen?

Q2. Has the change from the labor-intensive, person-to- person operations of political parties toward the use of modern technologies and communication strategies affected the voting behavior of American citizens?

Q3. How do political parties and their organizational structures affect each of the following: the legislative branch, the executive branch, the judicial branch, state and local governments, and elections?

Q4. How do elected officials receive their approval ratings,how accurate are they, and how can/does it change the officials policies?

Q5. What are the different types of elections and how do they affect voter turnout? Why does one have a higher turnout?

Q6. What are the key components of an effective local,state and national political campaign? What factors can influence a candidate's success and failure achieving victory in an election? How do these campaigns

utilize the media to i nfluence voter decisions?

Q7. Why is campaign financing under scrutiny? Should the federal government have the right to limit campaign contributions and media access?

Q8. Does the government have the right to censor and regulate the media, and if so under what circumstances?

Q9. Is there bias in mass media coverage of political candidates and their actions; How can American citizens access fair and balanced information in order to make informed decisions?

Q10. How do interest groups influence voter opinion, elections and policy development? Are special interest groups a necessary component of the political process or do they create corruption in Washington?

q11. How do politicians utilize special interest groups and should their participation in national politics be regulated?

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.A.2.e	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
SOC.6.1.12.A.3.c	Assess the role of geopolitics in the development of American foreign relations during this period.
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.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.C.10.b	Compare and contrast the economic ideologies of the two major political parties regarding

	the role of government during the New Deal and today.
SOC.6.1.12.D.3.c	Assess 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).
SOC.6.1.12.D.14.c	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.
SOC.6.1.12.CS7	The Emergence of Modern America: World War I: United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.
SOC.6.2.12.2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)
SOC.6.2.12.C.5.c	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
SOC.6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
SOC.6.2.12.D.2.b	Determine the factors that led to the Reformation and the impact on European politics.
SOC.6.2.12.D.4.c	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.

Interdisciplinary Connections

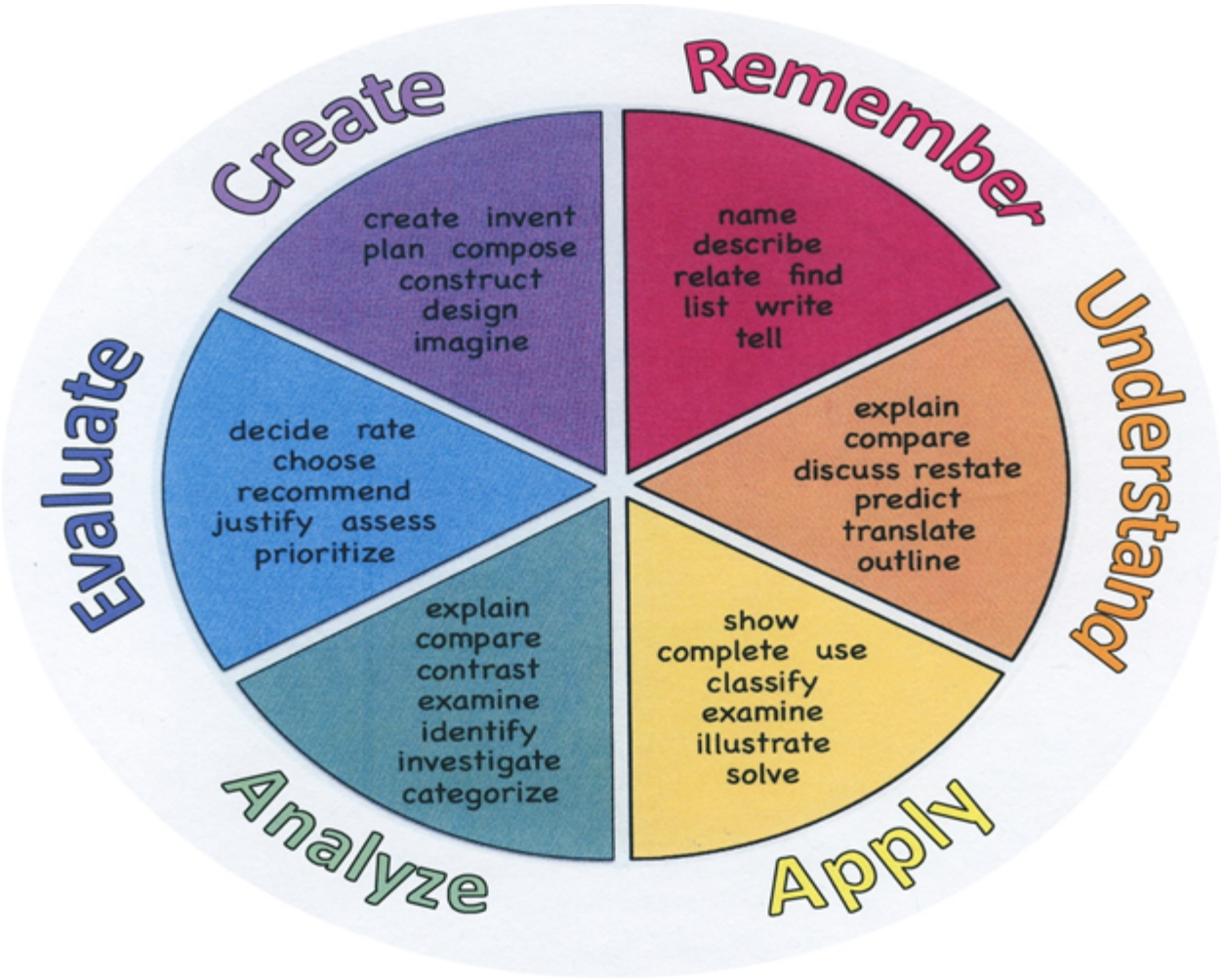
0xLA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
0xLA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
0xLA.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.
0xLA.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).
0xLA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
0xLA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
0xLA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
0xLA.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.

Learning Objectives

Students should understand that interest groups influence voter opinion, elections and policy development. They should also relate the question, are special interest groups a necessary component of the political process or do they create corruption in Washington.

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

What Do Best Practices Look Like? Classrooms that exemplify best practices are easy to detect as soon as you enter the room. • Project materials and books are numerous. • Students are engaged and focused on their work. • Teachers often use collaborative and/or authentic tasks that place students at the center of the learning process. • Seating arrangements are clustered, varied and functional with multiinstructional areas. • Classrooms are activity-based spaces as opposed to places to "sit and get" lectures. • Teachers are actively engaged with different groups and students are anxious to enlist visitors in their various tasks or assignments. • There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment.

- Establish historical context by checking for understanding about events leading up to this time period
- Build foundation through vocabulary and key people identification
- Use of maps and interactive time likes to understand the context surrounding the time period / event
- Use of primary sources from multiple
- Perspectives including view point, culture and class

- Use of Ebook to interactively use the text book through videos, pictures, audio etc
- Write a journal entry from a key persons point of view
- Research and collect historical evidence for an essay

Assessment Evidence - Checking for Understanding (CFU)

• Exit Tickets-formative assessment
• Admit Tickets
• Common benchmarks
• Evaluation rubrics
• Self- assessments
• Unit tests-summative assessment
• Quizzes

Create a Multimedia poster-benchmark assessment

Written reports-alternate assessment

- 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

Text(s):

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

The Website for the College Board (www.apcentral.com)

Supplemental Readings:

The United States Constitution

The United States Patriot Act.

We The People: The Citizen and the Constitution (Level 3) Center for Civic Education, Calabasas California.

Multiple-Choice & Free Response Questions in Preparation for the United States Government and Politics Examination (5th

Edition) Ethel Wood and Maria Schmidt D&S Marketing Systems, Inc. Classroom subscription to *The New York Times*

Classroom subscription to *The New York Times Upfront* Teacher provided articles
from *Newsweek* and *Time* Magazine The Most Recent Editions of the Following Study Guides:

Kaplan AP US Government and Politics

Cracking the AP US Government and Politics Exam

Barron's AP Government and Politics

US Government and Politics (Cliffs AP)

Ancillary Resources

Lap tops, LCD Projector, Internet, Websites, Library

Technology Infusion

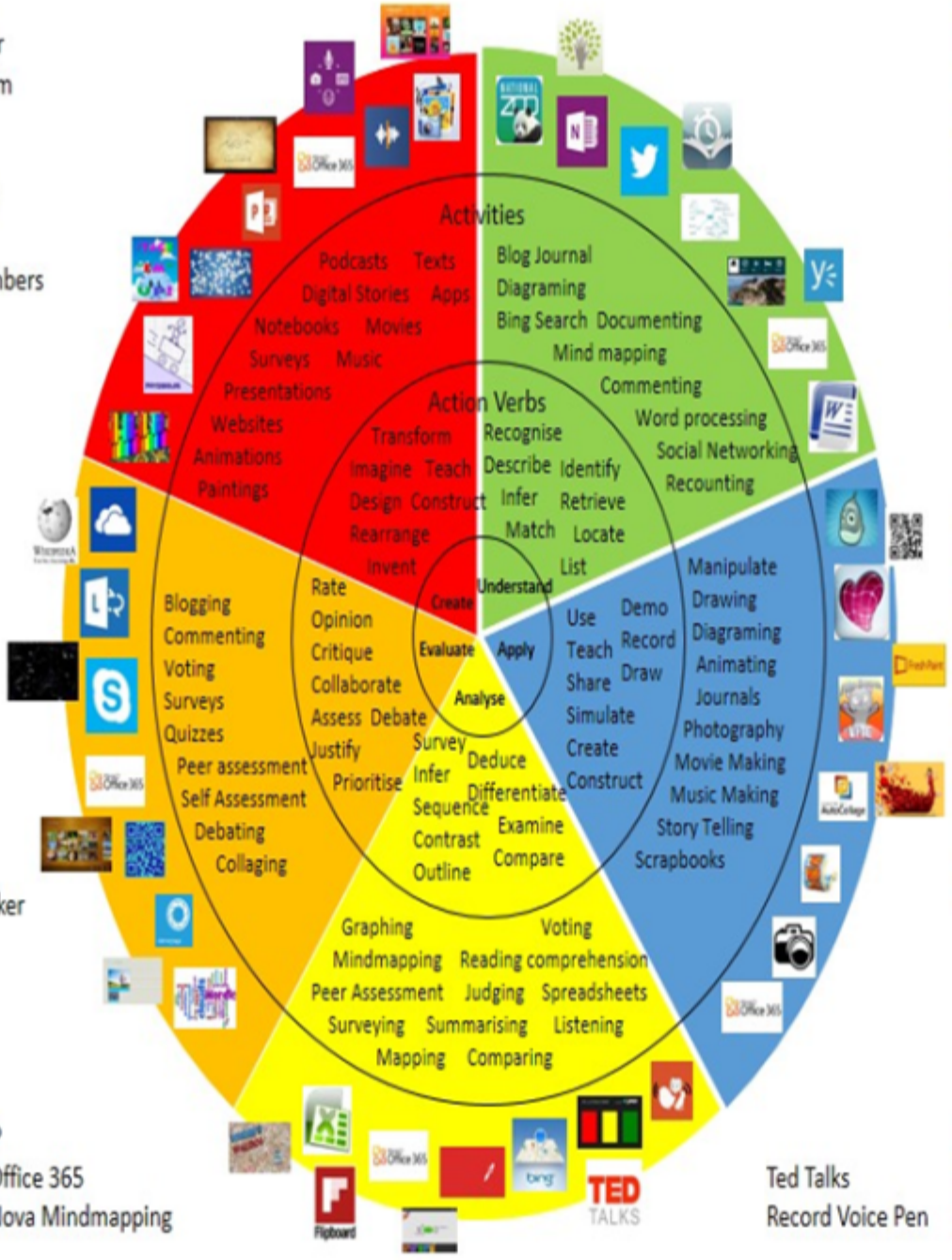
Students will utilize: Chrome books, the Internet, Google Classroom and other technologies such as The Cornell on line Library and our on-line text book.

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 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.

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
- Use manipulatives
- Center-based instruction
- Token economy
-

Hi-Prep Differentiations:

-
- 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

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 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

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 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)

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: AP Politics
Practice test #2

Interdisciplinary Connection: Linked

Statement of Objective: SWDAT Practice test #2

Anticipatory Set/Do Now:Linked

Learning Activity: After a brief "do now" synopsis of the material in the objective, Students will research and articulate in small groups subjects that have to do with the Executive Branch and Article 2 of the Constitutional.

Student Assessment/CFU's:Linked class will orally go over material and create a binder to study for our AP Exam.

Materials: Laptop, LCD, Text Maps, handouts,

21st Century Themes and Skills: Linked

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

Integration of Technology:Laptop, LCD, Internet