Unit 1: Constitutional Underpinnings of United States Government

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

United States Government and Politics Advanced Placement:

Grades 11 & 12

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Social Studies Teacher, Joseph Fischer

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. George Droste, Director of Secondary Education

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Unit Overview

Unit 1 Constitutional Underpinnings of United States Government

Covers the following themes:

a. Considerations that influenced the formation and adoption of the Constitution

b. Separation of powers

c. Checks and balances

d. Federalism

e. Theories of Democratic government

Enduring Understanding

The purpose of American Government is to protect our life, liberty and pursuit of happiness as stated in the Declaration of Independence. We what the students to relize that our government is for the people by the people.

Essential Questions

Essential Question: A question that lies at the heart of a subject or a curriculum and one that promotes inquiry and the discovery of a subject.

Q1. What are the varying beliefs about the origins and purpose of government?

Q2. What are the historical origins of American Government and which social political philosophers had the greatest influences on our founding fathers?

Q3. What political beliefs are fundamental to the identity of the American Citizen and American political culture?

Q4. How have the electorate's beliefs and expectations for government changed as America's population

and needs have diversified?

Q5. Why is there distrust in the national government? Where does this stem from?

Q6. How did the early American experience culminate in the American Revolution, the Articles of Confederation and the eventual creation of the Constitution?

Q7. How did the failure of the Articles of Confederation influence the authors of the Constitution?

Q8. What are the key principles of the Constitution and how do they guard against tyrannical government?

Q9. How did the fight for ratification influence the adoption of the Constitution and create the foundations of the two party system?

Q10. What was the influence of the Federalist papers in the influence on ratification and the future of America?

Exit Skills

1. Analyze government and politics through multiple perspectives

2. Evaluate art and literature through the use of primary and secondary sources to make historical inferences as they relate to government and politics.

3. Compare present and past events to evaluate the consequences of past decisions as they to apply lessons learned.

4. Analyze how changes occur through time due to shifting values and beliefs, as well as the impact of technological advancements and changes in the political and economic landscape.

5. Evaluate sources for validity, credibility, and to detect the use of propaganda, censorship, and bias.

6. Distinguish valid arguments from false arguments when interpreting current and historical events.

7. Take a position on a current public policy issue or a historical example and support it with historical evidence, reasoning and constitutional analysis in written and or oral format

8. Explore the political theory and everyday practice that directs the daily operations of our government and shapes our public policies.

9. Analyze how government "works" in theory and practice.

10. Develop a critical understanding of the strengths and weaknesses of the American political system as well as their rights and responsibilities as citizens.

Vocabulary

Politics

linkage institutions

pluralism

elitism

hyper-pluralism

Declaration of Independence

John Locke

Thomas Hobbs

Articles of Confederation

Shay's Rebellion

republic

separation of powers

checks and balances

judicial review

Anti-Federalists

Federalist Papers

amendment

federalism

Supremacy Clause

Necessary and Proper Clause

Elastic Clause

public opinion

political ideology

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.2	Revolution and the New Nation (1754-1820s)
SOC.6.1.12.3	Expansion and Reform (1801-1861)
SOC.6.1.12.A.2	Civics, Government, and Human Rights
SOC.6.1.12.A.2.b	Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
SOC.6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
SOC.6.1.12.A.12.b	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
SOC.6.1.12.A.13.a	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
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.D.2	History, Culture, and Perspectives
SOC.6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
SOC.6.1.12.CS2	Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

Interdisciplinary Connections

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.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
0xLA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
0xLA.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
0xLA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
0x	Range of Writing
0xLA.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.
0xLA.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.
0xLA.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.
0xTECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
0xTECH.8.1.12.E.CS4	Process data and report results.

Learning Objectives

1. The historical and philosophical underpinnings of the Constitution are the foundation of our societal values, beliefs and liberties.

2. Governmental Policies affect the daily lives of individuals. Citizens of the United States have various rights outlined in the US Constitution and can influence the policies and rights they have.

3. The purpose of American Government is to protect our life, liberty and pursuit of happiness as stated in the Declaration of Independence.

4. Our Founding Fathers' political beliefs are derived from our European origins and manifested into the Constitution.

5. The founding fathers created the Constitution to provide a system that guard against tyranny and allow the government to adapt to the needs of its citizens

Tips on Writing Good Learning Objectives

Bloom's Taxonomy

Applying Bloom's Taxonomy to Learning Objectives

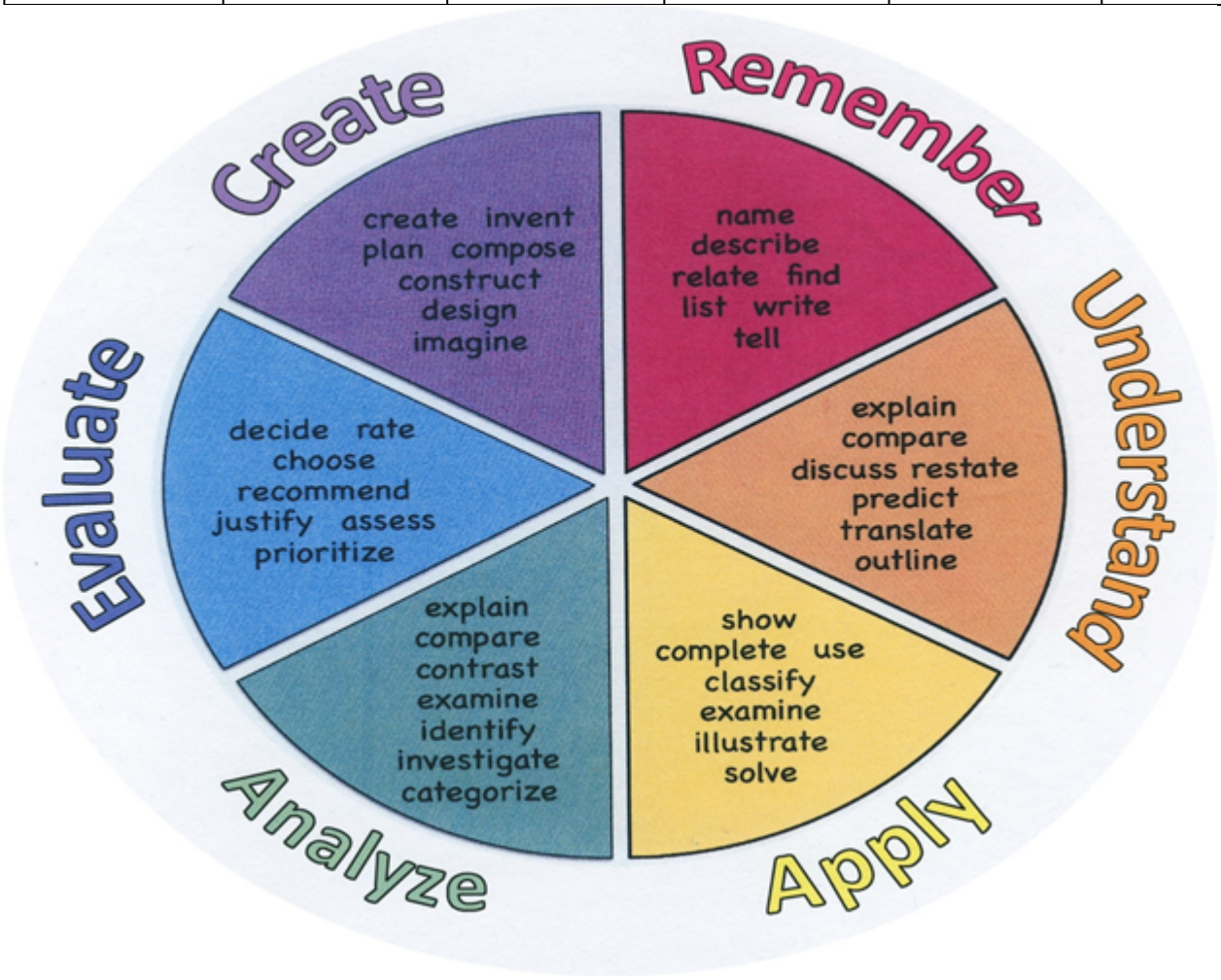
Effective learning objectives need to be observable and/or measureable, and using action verbs is a way to achieve this. Verbs such as "identify", "argue," or "construct" are more measureable than vague or passive verbs such as "understand" or "be aware of". As you develop your syllabus focus on articulating clear learning objectives and then use these objectives to guide class assignments, exams and overall course assessment questions.

Sample Learning Objectives

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 Repeat Reproduce	Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Point out Separate		Propose Reconstruct Revise Rewrite Transform



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

Web-based assessment-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

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.b	Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
SOC.6.1.12.A.2.c	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
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.C.2.a	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.D.2	History, Culture, and Perspectives

Primary Resources & Materials

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

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

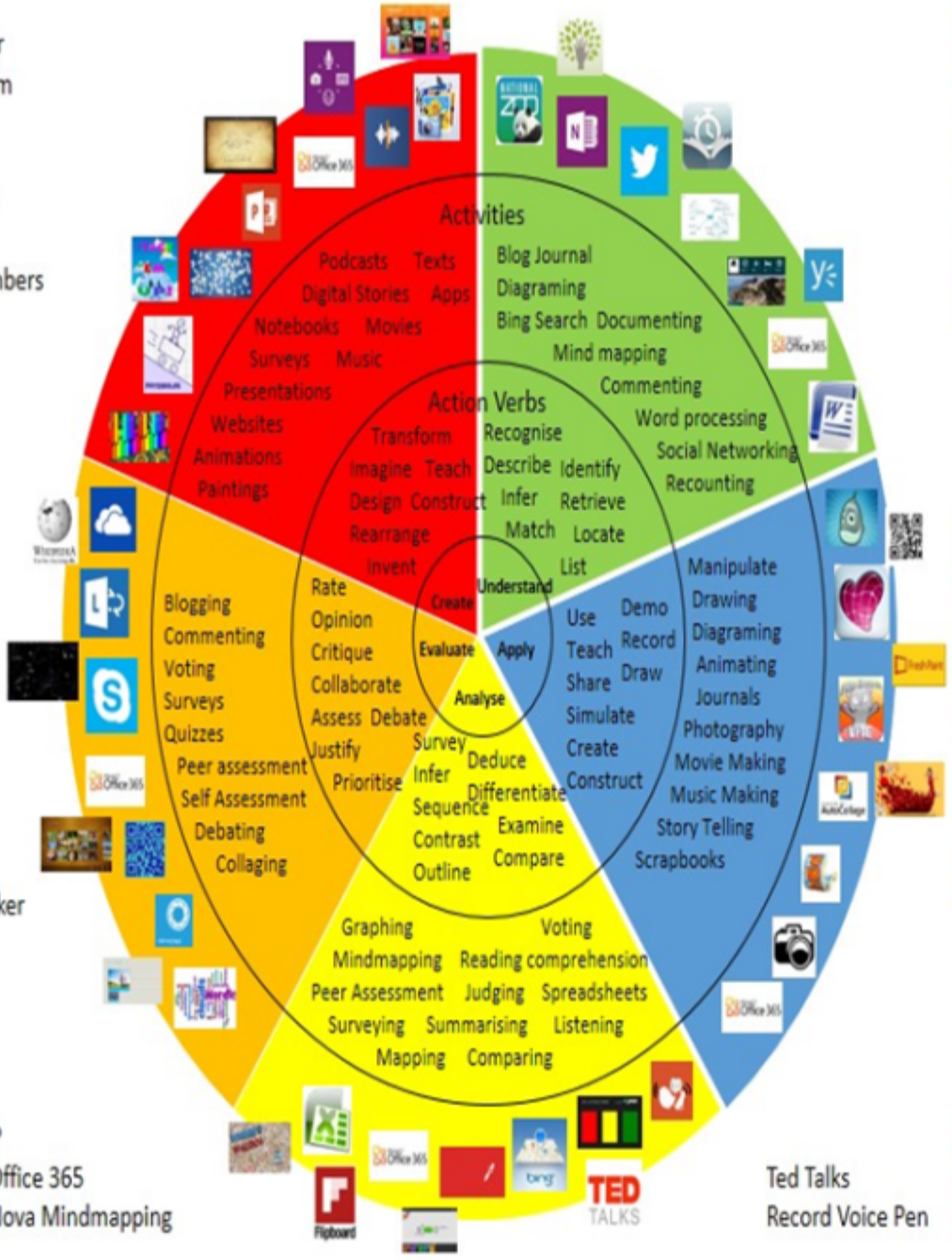
Students will utilize: Chrome books, the Internet, Google Classroom and other technologies such as The Cornell on line Library and our online text book.

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

Key subjects include:

English, reading or language arts

World languages

Arts

Mathematics

Economics

Science

Geography

History

Government and Civics

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

- 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

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

Differentiation

NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards
http://www.state.nj.us/education/modelcurriculum/success/math/k2/

Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

Differentiations:

- Small group instruction
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards

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: Powers of the President

NJSLS: SOC.6.3.12.A.1 - [Cumulative Progress Indicator] - 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 Connection:Language Arts

Statement of Objective: SWBAT: Students will understand THE Electoral College and how it worksdeals

Anticipatory Set/Do Now:

- 1-Minute research
- 3-5 questions
- Jeopardy
- Quick Video

Learning Activity: Students are working on a series of essay questions give the previous week in preparation for our upcoming Ap Government test in May

Student Assessment/CFU's:

Article 2 of the Constitution will be researched and discussed. while also being able to articulat their opinions.

- Creative Writing

- Exam/Quiz
- Class Participation
  Materials: Laptop, LCD, Text Maps, handouts,

21st Century Themes and Skills:

- Civic literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving

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

Integration of Technology:Laptop, LCD, internet