

# Unit 1: Foundations of American Democracy (Weeks 1-7)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

---

This first unit sets the foundation for the course by examining how the framers of the Constitution set up a structure of government intended to stand the test of time. Compromises were made during the Constitutional Convention and ratification debates, and these compromises focused on the proper balance between individual freedom, social order, and equality of opportunity. In subsequent units, students will apply their understanding of the Constitution to the institutions of government and people's daily lives.

## ESSENTIAL QUESTIONS

---

- How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
- How have theory, debate, and compromise influenced the U.S. Constitutional system?
- How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the U.S.?
- Why are there debates about the balance of power between the federal and state governments?
- Is the Bill of Rights necessary? Why or why not?
- How does the Constitution affect you and the choices you make?

## STANDARDS

---

### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

---

#### New Jersey (NJSL) - Grades 9-12 - Social Studies (2020)

##### 6.1.12.CivicsPI.1.a:

Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

##### 6.1.12.CivicsPI.2.a:

Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

### 6.1.12.CivicsPD.2.a:

Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.

### 6.1.12.HistoryCC.2.b:

Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

### 6.1.12.CivicsPI.14.b:

Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

### 6.2.12.CivicsPI.4.a:

Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.

SOC.6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
SOC.6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
SOC.6.1.12.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
SOC.6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
SOC.6.1.12.CivicsPI.14.b	Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
SOC.6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

---

PFL.9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
PFL.9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
PFL.9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

## NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

---

CS.9-12.8.2.12.ETW.4

Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

CS.9-12.8.2.12.ITH.3

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

### PRE-ASSESSMENTS

---

Kahoot game review of topics included in unit and those specifically on unit assessment to gauge level of previous knowledge of students.

### INSTRUCTIONAL PLAN

---

#### MODULE 1

---

##### Ideals and Types of Democracy

**Student Learning Intentions (SLI) WALT:**  
(We are learning to...)

- understand how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.
- understand that the U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract.
- understand that Representative democracies can take several forms along this scale (Participatory democracy-Pluralist democracy Elite democracy)
- understand different aspects of the U.S. Constitutions well as the debate between Federalist

	<p>No. 10 and Brutus No. 1 reflect the tension between the broad participatory model and the more filtered participation of the pluralist and elite models.</p>
<p><b>Student Learning Strategies</b></p>	<ul style="list-style-type: none"> <li>• Active lecture note taking</li> <li>• Close Reading</li> <li>• Think-Pair-Share</li> <li>• Case Notes</li> <li>• Making Connections</li> <li>• Debate/Socratic Seminar</li> <li>• Short written responses</li> <li>• Pear Deck responses</li> <li>• Discussion Groups</li> </ul>
<p><b>Success Criteria</b></p>	<ul style="list-style-type: none"> <li>• Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.</li> <li>• Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.</li> <li>• Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.</li> </ul>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<ul style="list-style-type: none"> <li>• Pear Deck interactive slide real time feedback</li> <li>• In class discussions</li> <li>• Low-stakes group work</li> <li>• Illustrated Vocabulary Assignment <ul style="list-style-type: none"> <li>○ Vocabulary Quiz</li> </ul> </li> </ul>
<p><b>Activities and Resources</b></p>	<p><b>Required Foundational Documents:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Declaration of Independence (1776)</a></li> </ul>

## Suggested Modifications

- [Federalist #10](#)
- [Brutus #1](#)
  
- Civil Discourse instruction
  - [How to talk politics when you disagree](#)
- Data analysis
- Pear Deck/Google Sides lecture/note taking
- Gummy Government activity (comparative)

### English Language Learners

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subject at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### Special Education Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

#### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to

produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

#### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're

on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[1a - Intro to Government in America.pptx](#)

[Gummy Government](#)

[Buying an ideal democracy](#)

## MODULE 2

---

### Government Power and Individual Rights & Challenges of the Articles of Confederation & Ratification of the Constitution

---

#### Student Learning Intentions (SLI) WALT: (We are learning to...)

- Understand how the Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.
- Understand how Madison's arguments in Federalist No. 10 focused on the superiority of a large republic in controlling the "mischiefs of faction," delegating authority to elected representatives and dispersing power between the states and national government
- Understand how anti-Federalist writings, including Brutus No. 1, adhered to popular democratic theory that emphasized the benefits of a small, decentralized republic while warning of the dangers to personal liberty from a large, centralized government
- Understand specific incidents and legal challenges that highlighted key weaknesses of the Articles of Confederation
  - Lack of centralized military power to address Shays' Rebellion
  - Lack of tax law enforcement power
- Compromises deemed necessary for adoption and ratification of the Constitution are represented by the:
  - Great (Connecticut) Compromise
  - Electoral College
  - Three-Fifths Compromise
  - Compromise on the importation of slaves
- The compromises necessary to secure ratification of the Constitution left some matters unresolved that continue to generate

	discussion and debate today
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"> <li>• Active lecture note taking</li> <li>• Close Reading</li> <li>• Think-Pair-Share</li> <li>• Case Notes</li> <li>• Making Connections</li> <li>• Debate/Socratic Seminar</li> <li>• Short written responses</li> <li>• Pear Deck responses</li> <li>• Discussion Groups</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.</li> <li>• Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states.</li> <li>• Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.</li> </ul>
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Pear Deck interactive slide real time feedback</li> <li>• In class discussions</li> <li>• Low-stakes group work</li> <li>• Illustrated Vocabulary Assignment <ul style="list-style-type: none"> <li>○ Vocabulary Quiz</li> </ul> </li> </ul>
<b>Activities and Resources</b>	<p><b>Required Foundational Documents:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Federalist #10</a></li> </ul>

- [Brutus #1](#)
- [The Constitution of the United States of America](#)
- [Articles of Confederation \(1781\)](#)

---

Pear Deck/Google Sides lecture/note taking

---

## Suggested Modifications

### English Language Learners

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subject at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### Special Education Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being

covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

#### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities

to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

#### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instruction or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[1b - Origins of American Government.pptx](#)

## MODULE 3

### Principles of American Government and Constitutional Interpretations of Federalism/Federalism in Action

**Student Learning Intentions (SLI) WALT:**  
(We are learning to...)

- understand how Federalism reflects the dynamic distribution of power between national and state

	<p>governments.</p> <ul style="list-style-type: none"> <li>• understand the powers allocated to Congress, the president, and the courts demonstrate the separation of powers and checks and balances features of the Constitution.</li> <li>• understand multiple access points for stakeholders and institutions to influence public policy flows from the separation of powers and checks and balances</li> <li>• understand the exclusive and concurrent powers of the national and state governments help explain the negotiations over the balance of power between the two levels.</li> <li>• understand the exclusive and concurrent powers of the national and state governments help explain the negotiations over the balance of power between the two levels.</li> </ul>
<p><b>Student Learning Strategies</b></p>	<ul style="list-style-type: none"> <li>• Active lecture note taking</li> <li>• Close Reading</li> <li>• Think-Pair-Share</li> <li>• Case Notes</li> <li>• Making Connections</li> <li>• Debate/Socratic Seminar</li> <li>• Short written responses</li> <li>• Pear Deck responses</li> <li>• Discussion Groups</li> </ul>
<p><b>Success Criteria</b></p>	<ul style="list-style-type: none"> <li>• Explain how societal needs affect the constitutional allocation of power between the national and state governments.</li> <li>• Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.</li> <li>• Explain how the distribution of powers among three federal branches and between national and state</li> </ul>

	<p>governments impacts policy making.</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<ul style="list-style-type: none"> <li>• Pear Deck interactive slide real time feedback</li> <li>• In class discussions</li> <li>• Low-stakes group work</li> <li>• Illustrated Vocabulary Assignment <ul style="list-style-type: none"> <li>○ Vocabulary Quiz</li> </ul> </li> </ul>
<p><b>Activities and Resources</b></p>	<p><b>Required Foundational Documents:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Federalist Papers No. 51 (1788)</a></li> <li>• <a href="#">The Constitution of the United States of America</a></li> </ul> <p><b>Required Supreme Court Cases:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">McCulloch v. Maryland</a></li> <li>• <a href="#">United States v. Lopez</a></li> <li>• <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 10px;">Marbury v. Madison</div></li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Federalism Goosechase Activity</li> <li>• Pear Deck/Google Sides lecture/note taking</li> </ul>
<p><b>Suggested Modifications</b></p>	<p><b>English Language Learners</b></p> <p><b>Native language support:</b> The teacher provides auditory or written content to students in their native language.</p> <p><b>Adjusted Speech:</b> The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p><b>Visuals:</b> The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p><b>Front-Loading Vocabulary:</b> The teacher front loads vocabulary. This mean</p>

providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way

that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented student with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I

modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[1c - Federalism.pptx](#)

[Amazing Race-Federalism Assignment](#)

[McCulloch v. Maryland](#)

## **REFLECTIONS**

---

### **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

---

LA.RI.11-12.9

Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.