

Unit 4: Interactions Among Branches of Government (Weeks 24-30)

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

UNIT RATIONALE

In this unit, students continue to explore policy making, focusing on its complexity and the idea that it is a process involving multiple governmental institutions and actors. Students will look at issues or policies from several different perspectives and then apply their knowledge to better understand the complexity of the policy-making process.

ESSENTIAL QUESTIONS

- How do the branches of the national government compete and cooperate in order to govern?
- To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?
- Whose views should members of Congress represent when voting?
- Of the requirements to be a member of Congress, which are the most important?
- What needs to be changed about the Bill to Law process?
- What qualities make a good president?
- How much power should the president have?
- Which judicial philosophy do you believe the Framers would most likely agree with? Judicial Restraint or Judicial Activism?
- Do you believe our court systems are effective?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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

6.1.12.HistoryCC.6.c:

Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.

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.

6.1.12.HistoryCA.14.a:

Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

6.1.12.HistoryCC.14.c:

Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.

help

SOC.6.1.12.HistoryCC.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
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.6.1.12.HistoryCA.14.a	Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
SOC.6.1.12.HistoryCC.14.c	Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.

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

WRK.9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
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

The Legislative Branch

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

- understand why the republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.
- The Senate is designed to represent states equally, while the House is designed to represent the population
- The enumerated and implied powers in the Constitution allow the creation of public policy by Congress, which includes:
 - Passing a federal budget, raising revenue, and coining money
 - Declaring war and maintaining the armed forces
 - Enacting legislation that addresses a wide range of economic, environmental, and social issues based on the necessary and proper clause

	<ul style="list-style-type: none"> • Though both chambers rely on committees to conduct hearings and debate bills under consideration, different constitutional responsibilities of the House and Senate affect the policy-making process. • Congress must generate a budget that addresses both discretionary and mandatory spending, and as entitlement costs grow, discretionary spending opportunities will decrease unless tax revenues increase or the budget deficit increases • Different role conceptions of “trustee,” “delegate,” and “politico” as related to constituent accountability in each chamber
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Active lecture note taking • Close Reading • Think-Pair-Share • Case Notes • Making Connections • Debate/Socratic Seminar • Short written responses • Pear Deck responses • Discussion Groups
<p>Success Criteria</p>	<ul style="list-style-type: none"> • Describe the different structures, powers, and functions of each house of Congress. • Explain how the structure, powers, and functions of both houses of Congress affect the policy-making process. • Explain how congressional behavior is influenced by election processes, partisanship, and divided government.
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Pear Deck interactive slide real time feedback • In class discussions • Low-stakes group work

- Illustrated Vocabulary Assignment
 - Vocabulary Quiz

Activities and Resources

- [What is it like to be a Congressperson?](#)
- Analysis of Committee structure, roles and responsibilities
- Independent research of a Congressperson and follow up presentation to class.
- [ICivics Legislative branch resources](#)
- [Library of Congress resources](#)
- How a bill becomes a law activity
- View "*Mr. Cao Goes to Washington*"
 - analysis and discussion

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

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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.

MODULE 2

The Executive Branch

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

- understand the roles and powers of the president and how the presidency has been enhanced beyond its expressed constitutional powers.
- Presidents use powers and perform functions of the office to accomplish a policy agenda
 - Policy initiatives and executive orders promoted by the president often lead to conflict with the congressional agenda
- Senate confirmation is an important check on appointment powers, but the president's longest lasting influence lies in life-tenured judicial appointments
- Term-of-office and constitutional-power restrictions, including the passage of the Twenty-Second Amendment, demonstrate changing presidential roles.
- the Executive branch is a massive piece of the government that goes far beyond the president.

Student Learning Strategies

- Active lecture note taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses

	<ul style="list-style-type: none"> • Pear Deck responses • Discussion Groups
<p>Success Criteria</p>	<ul style="list-style-type: none"> • Explain how the president can implement a policy agenda. • Explain how the president’s agenda can create tension and frequent confrontations with Congress. • Explain how presidents have interpreted and justified their use of formal and informal powers. • Explain how communication technology has changed the president’s relationship with the national constituency and the other branches.
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Pear Deck interactive slide real time feedback • In class discussions • Low-stakes group work • Illustrated Vocabulary Assignment <ul style="list-style-type: none"> ○ Vocabulary Quiz
<p>Activities and Resources</p>	<p>Required Foundational Documents</p> <ul style="list-style-type: none"> • Federalist No. 70 <ul style="list-style-type: none"> • Analysis of the 25th Amendment • Analysis of impeachment process - when and why it has been used • Powers of the President activity • What's inside the White House?
<p>Suggested Modifications</p>	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written</p>

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

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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.

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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

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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.

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[4b - The Executive.pptx](#)

[The American President - A look at the Roles of the President](#)

[ROLES OF THE PRESIDENT summary](#)

[Executive Orders](#)

[Presidential Facts](#)

MODULE 3

The Judicial Branch

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

- understand how and why the design of the judicial branch protects the Supreme Court's independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice.
- The foundation for powers of the judicial branch and how its independence checks the power of other institutions and state governments
- Ideological changes in the composition of the Supreme

	<p>Court due to presidential appointments have led to the Court's establishing new or rejecting existing precedents</p> <ul style="list-style-type: none"> • Controversial or unpopular court decisions can lead to challenges to the court's legitimacy and power that Congress and the president can address only through future appointments, legislation changing the Court's jurisdiction, or refusing to implement decisions. • Political discussion about the Supreme Court's power is illustrated by the ongoing debate over judicial activism versus judicial restraint
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Active lecture note taking • Close Reading • Think-Pair-Share • Case Notes • Making Connections • Debate/Socratic Seminar • Short written responses • Pear Deck responses • Discussion Groups
<p>Success Criteria</p>	<ul style="list-style-type: none"> • Explain the principle of judicial review and how it checks the power of other institutions and state governments. • Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court's power. • Explain how other branches in the government can limit the Supreme Court's power.
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Pear Deck interactive slide real time feedback • In class discussions • Low-stakes group work

- Illustrated Vocabulary Assignment
 - Vocabulary Quiz

Required Supreme Court Case

- [Marbury v. Madison](#)

Required Foundational Documents

- [Federalist No. 78](#)

Activities and Resources

- Judicial fact sheet & discussion
- Structure of the Federal Judicial system flow chart
- SCOTUS calendar year & how decisions are made
- Judicial restraint v. Judicial activism debate
 - Real world analysis of SCOTUS cases where each of these prevailed

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Suggested Modifications

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[4d - The Judicial.pptx](#)

[How the Courts Work](#)

[Copy of PD Federalist 78](#)

[Judicial Philosophy chart](#)

MODULE 4

The Bureaucracy

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

- how the federal bureaucracy implements federal policies.
- Tasks performed by departments, agencies, commissions, and government corporations

	<ul style="list-style-type: none">• Political patronage, civil service, and merit system reforms all impact the effectiveness of the bureaucracy by promoting professionalism, specialization, and neutrality.• Discretionary and rule-making authority to implement policy are given to bureaucratic agencies• Oversight and methods used by Congress to ensure that legislation is implemented as intended
Student Learning Strategies	<ul style="list-style-type: none">• Active lecture note taking• Close Reading• Think-Pair-Share• Case Notes• Making Connections• Debate/Socratic Seminar• Short written responses• Pear Deck responses• Discussion Groups
Success Criteria	<ul style="list-style-type: none">• Explain how the bureaucracy carries out the responsibilities of the federal government.• Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation.• Explain how Congress uses its oversight power in its relationship with the executive branch.• Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.• Explain the extent to which governmental

	<p>branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.</p>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Pear Deck interactive slide real time feedback• In class discussions• Low-stakes group work• Illustrated Vocabulary Assignment<ul style="list-style-type: none">○ Vocabulary Quiz
Activities and Resources	<ul style="list-style-type: none">• Agencies activity• Analysis of a bureaucrat• Bureaucracy of a Taco Truck activity• Regulators Assignment• Hurricane Katrina & FEMA investigation
Suggested Modifications	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>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.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subject at hand.</p> <p>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.</p>

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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.

[4c - The_Bureaucracy.pptx](#)

[Bureaucracy intro](#)

[Regulators](#)

[Bureaucracy of Taco Truck new](#)

[NYT - Weak Rules on Toxins and Safety](#)

[NYT - Regulator Deferred to Oil Industry on Rig Safety](#)

[Regulators assignment](#)

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.