

# Unit 3: Political Participation (Weeks 16-23)

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

## UNIT RATIONALE

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The principle of rule by the people is the bedrock of the American political system and requires that citizens engage and participate in the development of policy. Under our Constitution, governing is achieved directly through citizen participation, although there are institutions (e.g., political parties, interest groups, and mass media) that inform, organize, and mobilize support to influence government and politics, resulting in many venues for citizen influence on policy making.

## ESSENTIAL QUESTIONS

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- How have changes in technology influenced political communication and behavior?
- Why do levels of participation and influence in politics vary?
- How effective are the various methods of political participation in shaping public policies?
- Which factor do you think is most influential in determining if a person will vote?
- Do interest groups help or harm democracy?

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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

##### 6.1.12.CivicsPI.3.a:

Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

##### 6.1.12.HistoryCC.3.a:

Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

##### 6.1.12.HistoryCA.7.a:

Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

#### **6.1.12.CivicsPI.14.a:**

Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

#### **6.1.12.CivicsCM.14.b:**

Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.

#### **6.1.12.CivicsDP.14.a:**

Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

#### **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.CivicsPD.16.a:**

Construct a claim to describe how media and technology has impacted civic participation and deliberation.

#### **6.1.12.HistoryUP.16.a:**

Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

#### **6.2.12.HistoryCC.5.d:**

Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

#### **6.2.12.EconGE.6.c:**

Relate the rise of the Internet and social media to global economy.

SOC.6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
SOC.6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
SOC.6.1.12.CivicsPI.14.a	Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
SOC.6.1.12.CivicsCM.14.a	Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
SOC.6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
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.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
SOC.6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
SOC.6.2.12.HistoryCC.5.d	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

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

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PFL.9.1.12.EG.3	Explain how individuals and businesses influence government policies.
PFL.9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
PFL.9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
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**

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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.
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## **PRE-ASSESSMENTS**

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

## **INSTRUCTIONAL PLAN**

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### **MODULE 3**

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#### **Groups Influencing Policy Outcomes**

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

- understand how political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policymakers

	<ul style="list-style-type: none"><li>• Interest groups may represent very specific or more general interests, and can educate voters and office holders, conduct lobbying, draft legislation, and mobilize membership to apply pressure on and work with legislators and government agencies.</li><li>• Single-issue groups, ideological/social movements, and protest movements form with the goal of impacting society and policy making.</li><li>• Elections and political parties are related to major policy shifts or initiatives, occasionally leading to political realignments of voting constituencies.</li></ul>
<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 the benefits and potential problems of interest-group influence on elections and policy making.</li><li>• Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.</li><li>• Explain how various political actors influence public policy outcomes.</li><li>• Debate the varying relative importance of</li></ul>

	<p>interest group influence as impacted by:</p> <ul style="list-style-type: none"> <li>○ Inequality of political and economic resources</li> <li>○ Unequal access to decision makers</li> <li>○ “Free rider” problem</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>	<ul style="list-style-type: none"> <li>● Compare/contrast interest groups v. political parties</li> <li>● Categorize interest groups: <ul style="list-style-type: none"> <li>○ Economic</li> <li>○ Citizen</li> <li>○ Single-issue</li> </ul> </li> <li>● Study real life examples of interest groups using inside/outside strategies to achieve their goals</li> <li>● Lobbying - the good and the bad <ul style="list-style-type: none"> <li>○ <a href="#">Abramoff interview</a></li> </ul> </li> <li>● Snow Globe Interest group project</li> <li>● _____</li> </ul> <p>Pear Deck/Google Sides lecture/note taking</p>
<p><b>Suggested Modifications</b></p>	

[Why Don't You Buy Vanilla Extract in a Liquor Store?](#)

[Interest Group Snow Globe Activity](#)

[Citizens United v. FEC](#)

## MODULE 2

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### Political Parties

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

- understand how political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.
- Linkage institutions are channels that allow individuals to communicate their preferences to policy-makers:
  - Parties
  - Interest groups
  - Elections
  - Media
- The functions and impact of political parties on the electorate and government
- Parties modify their policies and messaging to appeal to various demographic coalitions.
- The incorporation of third-party agendas into platforms of major political parties serves as a barrier to third-party and independent candidate success.

**Student Learning Strategies**

- Active lecture note taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections

	<ul style="list-style-type: none"> <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 linkage institutions.</li> <li>• Explain the function and impact of political parties on the electorate and government.</li> <li>• Explain why and how political parties change and adapt.</li> <li>• Explain how structural barriers impact third-party and independent candidate success.</li> <li>• Design a visual aid to display the difference between "cracking" and "packing" districts</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>	<ul style="list-style-type: none"> <li>• Data analysis of voter turnout</li> <li>• Gerrymandering debate <ul style="list-style-type: none"> <li>○ Gerrymandering game</li> <li>○ <a href="#">Gerrymandering lesson</a></li> </ul> </li> <li>• Debate about institutional barriers in regards to voting</li> <li>• Political polarization <ul style="list-style-type: none"> <li>○ <a href="#">Congress divided</a></li> </ul> </li> </ul> <p><a href="#">Democratic Party platform</a>  <a href="#">Republican Party platform</a></p> <p><b>Required Supreme Court Cases:</b></p>

[Baker v. Carr](#)  
[Shaw v. Reno](#)

### **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 subjects 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

## **Suggested Modifications**

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 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 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 test 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.

[3a - Political Parties Voting Campaigns.pptx](#)

[M M s Gerrymandering and Redistricting.pdf](#)

[How Hatred Came to Dominate American Politics](#)

[Party polarization](#)

[Major US Political Parties Chart](#)

[Shaw v. Reno](#)

[Baker v. Carr](#)

[Gill v. Whitford](#)

[Gerrymandering With Friends](#)

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## **MODULE 1**

**Voting Rights, Models of Voting Behavior and Voter Turnout**

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

- understand how factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.
- Legal protections found in federal legislation and the Fifteenth, Seventeenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments relate to the expansion of opportunities for political participation.
- Examples of political models explaining voting behavior include:
  - Rational choice
  - Retrospective voting
  - Prospective voting
  - Party-line voting
- Structural barriers, political efficacy, and demographics can predict differences in voter turnout in the U.S

**Student Learning Strategies**

- Active lecture note taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses
- Pear Deck responses
- Discussion Groups
- Political cartoon analysis

**Success Criteria**

- Describe the voting rights protections in the Constitution and in legislation.
- Describe different models of voting behavior.
- Explain the roles that individual choice and state laws play in voter turnout in elections.

	<ul style="list-style-type: none"> <li>• Debate the relative importance of factors that influence voter behavior</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>	<ul style="list-style-type: none"> <li>• <a href="#">ICivics Voting Rights</a></li> <li>• Historical analysis of institutional voting barriers and efforts taken to deconstruct them</li> <li>• Modern analysis of institutional voting barriers and debate on ways to overcome them</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 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.</p>

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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.

**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**

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**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**

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**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.

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## MODULE 4

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### Elections

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

- understand how the impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.
- The process and outcomes in U.S. presidential elections are impacted by:
  - Incumbency advantage phenomenon
  - Open and closed primaries
  - Caucuses
  - Party conventions
  - General (presidential) elections
  - The Electoral College
- The winner-take-all allocation of votes per state (except Maine and Nebraska) under the setup of the Electoral College compared with the national popular vote for president raises questions about whether the Electoral College facilitates or impedes democracy
- The process and outcomes in U.S. congressional elections are impacted by:
  - Incumbency advantage phenomenon
  - Open and closed primaries
  - Caucuses
  - General (presidential and midterm) elections

<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 the different processes work in a U.S. presidential election.</li> <li>• Explain how the Electoral College facilitates and/or impedes democracy.</li> <li>• Explain how the different processes work in U.S. congressional elections.</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>Election simulations</p> <p><a href="#">PBS Election collection resources</a></p> <p><a href="#"> Civics Election resources</a></p> <p><a href="#">Facing History Election resources</a></p>
<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>

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### **Students with 504 Plans**

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**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.

[3aa - Campaigns Money.pptx](#)

## MODULE 5

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### Modern Campaigns and Campaign Finance

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

- understand how modern campaigns are run and the many facets of campaign finance.
- The benefits and drawbacks of modern campaigns are represented by:
  - Dependence on professional consultants
  - Rising campaign costs and intensive fundraising efforts

	<ul style="list-style-type: none"> <li>○ Duration of election cycles</li> <li>○ Impact of and reliance on social media for campaign communication and fundraising</li> <li>● Federal legislation and case law pertaining to campaign finance demonstrate the ongoing debate over the role of money in political and free speech</li> <li>● Different types of PACs influence elections and policy making through fundraising and spending.</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 campaign organizations and strategies affect the election process.</li> <li>● Explain how the organization, finance, and strategies of national political campaigns affect the election process.</li> <li>● Describe the difference between "hard", "soft"</li> </ul>

	<p>and "dark" money</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>	<ul style="list-style-type: none"> <li>• Colbert Super PAC lesson</li> <li>• View "Dark Money" documentary - written analysis</li> </ul> <p><b>Required Supreme Court Case:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Citizens United v. Federal Elections Commission</a></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 subject at hand.</p> <p><b>Front-Loading Vocabulary:</b> 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> <p><b>Special Education Students</b></p>

**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.

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## MODULE 6

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### The Media

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

- understand how the various forms of media provide citizens with political information and influence the ways in which they participate politically.
- Traditional news media, new communication technologies, and advances in social media have profoundly influenced how citizens routinely acquire political information, including news events, investigative journalism, election coverage, and political commentary.
- The media's use of polling results to convey popular levels of trust and confidence in government can impact elections by turning such events into "horse races" based more on popularity and factors other than qualifications and platforms of candidates.
- The nature of democratic debate and the level of political knowledge among citizens is impacted by:
  - Increased media choices
  - Ideologically oriented programming

	<ul style="list-style-type: none"><li>○ Consumer-driven media outlets and emerging technologies that reinforce existing beliefs</li> <li>○ Uncertainty over the credibility of news sources and information</li></ul>
<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 the media's role as a linkage institution.</li><li>● Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.</li><li>● Describe and identify "fake news"</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</li></ul>

- Vocabulary Quiz

## Activities and Resources

- Categorize media releases into Gatekeeper - Scorekeeper - Watchdog categories
- Identify the bot activity
- Data analysis of media influence in politics
  - [PEW media and politics](#)

## 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.

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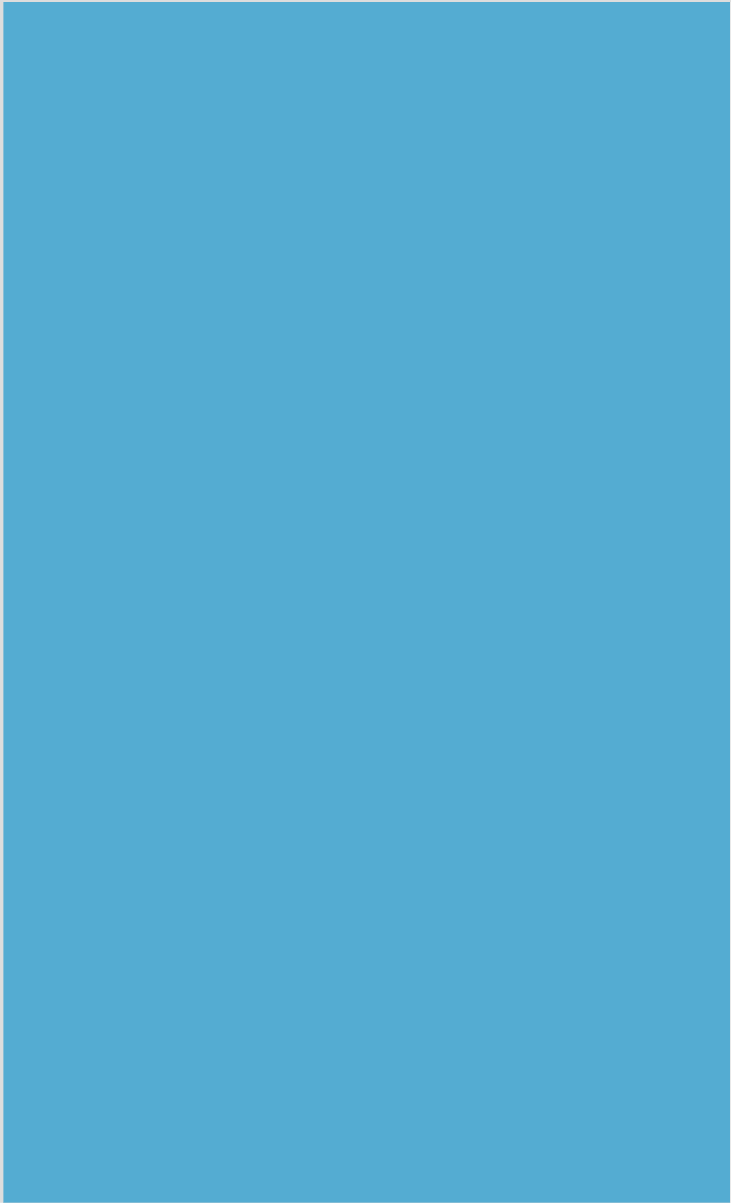
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[3c - Mass Media.pptx](#)

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## REFLECTIONS

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

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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.