| ***Unit 1: Contemporary Issues at Home***  ***Timeline: Weeks 1- 6*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.  RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.  RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.  RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  WHST.11-12.1 Write arguments focused on discipline-specific content.  WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.  6.1.12.A.14.a 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.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.  6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.  6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.  6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.  6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.  6.1.12.A.14.g Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).  6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. 6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.  6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.  6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.  6.1.12.B.14.b Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.  6.1.12.B.14.c Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.  6.1.12.B.14.d Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.  6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.  6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy 6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society.  6.1.12.C.14.d Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.  6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.  6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.  6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.  6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.  6.1.12.D.14.c Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships. 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.  6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.  6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.  6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.  6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. | | | | | |
| **Rationale and Transfer Goals** :  This unit examines contemporary domestic issues within the United States. Students will explore the efficacy of the two-party system as it currently stands in our representative democracy. Students will analyze the causes for division within the US and will formulate solutions for the current division in the US. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  Differing views on government’s role in social and economic issues led to greater partisanship in government decision making.  The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.  Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.  Does the two party system effectively represent the American People?  What is the main cause of division in American Society?  How can we come together as a society despite our differences? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| Checks and Balances  Lobbying  Freedom v Security  Judicial Review  Civil Liberties  Civil Rights  Copyright  Social Media/Internet Use  Welfare  Citizenship  Healthcare  Two Party System  Voting Rights  special interest groups  Government Bailouts  Unions  Social Justice  Separation of Church and State  2nd Amendment  Government Mandates  Private Prisons  Student Loans/Debt  Defunding the Police  Cancel Culture  Reparations | Evaluate the effectiveness of the United States’ checks and balances system in contemporary contexts (e.g., the invocation of executive privilege and the creation/use of the War Powers Act).  Write an argument that assesses the effectiveness of government policies in balancing the rights of the individual against the need for national security in recent United States history.  Examine how the Supreme Court has interpreted the Constitution to define the rights of the individual by analyzing (in detail) the Supreme Court opinions and impact on public policies.  Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.  Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.  Evaluate authors’ differing points of view to assess the merit and effectiveness of recent legislation (e.g., Americans with Disabilities Act, Personal Responsibility and Work Opportunity Act, Patient Protection and Affordable Care Act, the Immigration and Nationality Act of 1965) in addressing the health, welfare, and citizenship status of individuals and groups.  Integrate information from primary and secondary sources to evaluate the actions of political parties and elected officials with regard to their stated economic ideologies, considering taxation, balancing of the budget, defense spending, and social programs.  Develop claims and counterclaims that thoroughly evaluate the process by which national, state, and local officials are elected and vote on issues of public concern, (e.g., referendum, recall, gerrymandering, recounts, runoffs, Bush v. Gore).  Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.  Develop claims and counterclaims that judge to what extent the government should intervene at the local, state, and national levels on issues related to the economy (e.g., bailouts).  Draw evidence from informational texts to analyze economic trends, income distribution, labor participation (i.e., employment and composition of the workforce), and government and consumer debt and their impact on society  Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.  Gather relevant information from multiple authoritative print and digital sources to evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.  Evaluate the role of religion on cultural and social mores, public opinion, and political decisions. | | Case Studies: Executive privilege, Presidential Pardons  Debate: Freedom v Security  Supreme Court Case studies  Case Studies: Civil Rights and Liberties  Analysis of the Bill of Rights  Case Studies: Copyright and Intellectual Property  Social Media & Media Literacy Case studies and analysis  Electoral College debate  Political Leanings survey/discussion  Current Events Debates  Lobbying analysis  Diversity, Equity, and Inclusion survey and analysis  Student Interviews | | Debates  Case Studies  Student created podcast/news program  Student interviews  Presentations |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| * Citing evidence to support an argument * Debate * Data Analysis * Media Literacy | | * Citing evidence to support an argument * Debate * Data analysis * Media Literacy | | * annotation of articles to create an argument * Debate/Yes, no, maybe so activity * Using tables and charts, create graphs or infographics to make data easier to analyze * Analyze the veracity of a website | |
| **Career Readiness, Life Literacies, and Key Skills:**  9.4.2.IML.2: Represent data in a visual format to tell a story about the data    9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems    9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process    9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov  9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect    9.4.8.TL.3: Select appropriate tools to organize and present information digitally.  9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas | | | | | |
| **Key resources:**  [Freedom v Security](https://www.youtube.com/watch?v=zL2LMTRoWlA)  HMH units 32 & 33  Pro/con.org  Film: they call us monsters  Film: '9/11: Inside the day that never ends'  Film: Race for the Vaccine  Film: American Jail  Series: United Shades of America  Film: Ivory Tower  Newsela | | | | | |
| **Interdisciplinary Connections:**  **Career Readiness, Life Literacies, and Key Skills**  9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas  9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue  9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others  9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem | | | | | |
| **Intersections of History:**  **Black:** BLM movement, civil rights, reparations  **Hispanic:** civil rights, immigration  **Women:** civil rights, reproductive rights  **LGBTQ:** civil rights, marriage equality | | | | | |
| **Important Vocabulary:**  Lobbying  National Security  Judicial Review  Civil Liberties  Civil Rights  Copyright  Welfare  Citizenship  Healthcare  Two Party System  Unions  Social Justice  Reparations  Internet  Information Revolution | | | | | |