Unit 4 - State and Local Governments

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

Unit Overview

The Tenth Amendment of the U.S. Constitution states “all powers not specifically given to the federal government or prohibited to state governments are reserved to the states”. Powers were divided between state and federal so the power was evenly distributed. The states then work with the municipalities to further distribute the responsibilities to benefit the public.

Enduring Understandings

Powers include law enforcement agencies, the buildings of roads and bridges, protect the public’s health, welfare, and morals, and administer elections.
Problems they face include crime, drug abuse, and raising taxes or cutting programs.
Governors can pardon criminals, commute their sentences, or grant paroles.
The decisions of state supreme courts are final except in cases that could go the U.S. Supreme Court.
In a council – manager government, the executive powers go to the hired city manager while in a mayor – council government, the elected mayor has power.
Some services provided today by counties include sewer and water service, mass transit system, and health and social services.
The village government works on improving services and projects that will help the community. They may also set up their own school district.
People need to consider the relative importance of the goals in order to prioritize them, and they must consider the resources (money, people, and materials) available to achieve the goals.
Critics believe the school voucher programs violate the First Amendment (separation of church and state) when vouchers are used to send students to religious schools.
Individual citizens have formed environmental protection groups such as Sierra Club, the Audubon Society, and the Wilderness Society.

Essential Questions

What powers reserved to states protect the safety of citizens?
What issues face state legislators today?
What judicial powers does a governor have?
Why are state supreme courts called courts of last resort?
How does the council – manager government differ from the mayor – council government?
What are some services counties provide today?
What are the basic responsibilities of village government?
What should be considered when deciding on the priorities of a community?
Why do some critics believe the school voucher program violates the First Amendment?
What have individual citizens done to protect the environment?

Learning Objectives

Explain how the U.S. Constitution created a federal system of government in which the central government and state governments share power.

Explain how the Constitution gives the state legislation branch the power to make laws.
Explain how the Constitution gives the executive branch the power to execute the law.
Explain how governors are the chief executives of all state governments. Explain how the judicial branch is charged with interpreting the law.
Explain why most legal matters within a state are handled by the state's court system.
Explain how local governments are created by states.
Examine the characteristics of state constitutions.
Describe the common form of government which features an executive and a legislature.
Describe the council – manager form of local government.
Describe the commission form of government.
Describe county governments with regards to the officials and make-up.
Describe the types of governments found in towns, townships, and villages.
Explain how a democratic society requires the active participation of its society.
Explain how a democratic society requires the active participation of its citizens.
Explain how protecting the environment is an important issue with which community leaders must deal with.
Explain how scarcity requires individuals and groups to make choices about using goods and services to satisfy their wants.
Latinos and the Fourteenth Amendment: A Primary Document Activity (DEI)

Standards: Content

6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.CivicsPI.3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American

	colonies.
6.3.8.CivicsPR.2	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.

Standards: Interdisciplinary

8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
RI.AA.8.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.AW.8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

W.AW.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.AW.8.1.D	Establish and maintain a formal or academic style, approach, and form.
W.AW.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
SL	Speaking and Listening
SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.

Assessment Evidence

Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary, Open Ended Responses, Exit Questions
Summative	Tests, Projects, DBQs, Writing Assignments
Alternative & Benchmark	Alternative: Project Based Learning, Graphic Organizers, Oral Responses, Benchmark: Teacher generated assessments, Projects
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Civics Today: Citizenship, Economics & You – Glencoe (2001), Microsoft 365, Primary and Secondary Source Documents
Latinos and the Fourteenth Amendment: A Primary Document Activity (DEI), Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
X	Civic Financial Responsibility		Financial Psychology		