Unit 2 - National Government

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

Unit Overview

One of the key principles in the Constitution is the separation of powers thus giving us the three branches of government. This separation has helped maintain a national government strong enough to be effective yet safeguarding individual rights. In this unit, students will explore the Federal Government's powers and structure. Furthermore, students will examine the structure of the Legislative, Executive, and Judicial Branch.

Enduring Understandings

There are legislative (spending money, dealing with foreign countries) and Non legislative (check other branches, impeach) powers. They also are limited in their powers to protect the American citizen.
The main job of the president is to execute the laws passed by the Congress as well as make treaties with other countries and serve as commander in chief of the armed forces.
There are three types of federal courts: district courts, courts of appeals, and the Supreme Court.

Essential Questions

What powers does Congress have and how are their powers limited?
What are the president's powers as given by the Constitution?
What are the types of courts in the federal court system?

Learning Objectives

Explain how the Constitution set up the Legislative Branch.
Explain the legislative and non-legislative powers of Congress as well as their limitations.
Explain the qualifications for the House and Senate as put forth by the Constitution.
Explain the different work roles by the people elected to represent them in government.
Describe the steps it takes for a bill to become law.
Describe the qualities needed in the person who is president of the United States.
Explain the president's roles and responsibilities.
Describe how the president leads the nation's armed forces and directs U.S. foreign policy.
Explain the development of Presidential power and authority.
Identify and explain the Constitutional powers of the President.
Explain the organization of the Executive Branch and the responsibilities of the various departments.
Explain the cases heard by federal courts.
Explain how federal courts are organized.
Explain jurisdiction and powers of the Supreme Court.

Identify and explain the powers granted to the Judiciary by the Constitution. (Article III)
Explain the cases heard by the Supreme Court and how they are chosen to be heard.
14th Amendment Reading (DEI, LGBTQ Pw/D)
What is a Hate Crime? (LGBTQ Pw/D, Holocaust)
Korematsu vs. U.S. (AAPI)
Groundbreaking Contributions by Asian American Through History (AAPI)

Standards: Content

SOC.6.1.8.CivicsPI.3.b	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.
SOC.6.1.8.CivicsPI.3.d	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
SOC.6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
	Political and civil institutions impact all aspects of people's lives.
SOC.6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
	Governments have different structures which impact development (expansion) and civic participation.
SOC.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.
	Civic participation and deliberation are the responsibility of every member of society.
SOC.6.3.8.CivicsPD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
SOC.6.3.8.CivicsPD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
	Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.
SOC.6.3.8.CivicsPD.3	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
SOC.6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
	In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.
SOC.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.
SOC.6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
SOC.6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
SOC.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.
SOC.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.
SOC.6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.
	Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.
SOC.6.3.8.EconET.1	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

Standards: Interdisciplinary

ELA.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.
ELA.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.
ELA.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.
ELA.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.
ELA.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.
ELA.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.
ELA.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.
ELA.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.
ELA.W.AW.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.8.1.D	Establish and maintain a formal or academic style, approach, and form.
ELA.W.AW.8.1.E	Provide a concluding statement or section that follows from and supports the argument

	presented.
ELA.SL	Speaking and Listening
ELA.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.
CS.6-8.8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
CS.6-8.8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
CS.6-8.8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
TECH.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).

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, Brain Pop, Civics Today: Citizenship, Economics & You – Glencoe (2001), Microsoft 365, Primary and Secondary Source Documents, 14th Amendment Reading (DEI, LGBTQ Pw/D), What is a Hate Crime? (LGBTQ Pw/D, Holocaust), Slavery and the U.S. Constitution | PBS LearningMedia (Amistad Law), The Judicial Branch | Georgia Stories | PBS LearningMedia, Social Studies Primary Source List, Instructional Resource List

Curricular Mandates

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

X	Amistad	X	Diversity, Equity, and Inclusion
X	Holocaust	X	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	X	Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
X	Civic Financial Responsibility		Financial Psychology		