

BLACK HORSE PIKE REGIONAL HIGH SCHOOL
HIGHLAND TIMBER CREEK TRITON
SOCIAL STUDIES DEPARTMENT

SYLLABUS

Government & Constitutional Law

Course Overview

Does the right to free speech allow a student to say anything in the classroom? Does the right to freedom of religion allow illegal activities to take place in a church? Do the police have the right to search your car if you are pulled over for speeding? How much power should the President have? These and other questions will be answered in this course. A strong emphasis on case studies and a focus on current issues in criminal justice are an integral part of this semester course. This course is for students interested in learning more about how the American government works and how it compares to other governmental systems throughout the world. In the first part of the course, students will learn how the complex system of the federal governments affect the lives of citizens. Special attention will be given to the controversy, “To what extent should the scope of governmental powers be?” with units including: Principles of Government, Citizenship in America, and the Federal Government, covering the Legislative, Executive, and Judicial branches. In the second half of the course, students will focus on state and local governments and individualized civil liberties issues. Special emphasis will be placed on the role of the Judiciary in this process, historic Supreme Court cases, and current issues relating to individual rights vs. the rights of the society. There will also be a special interest unit focusing on contemporary concerns.

Course Content Outline and the NJ Student Learning Standards (2014)

First Marking Period

- I. Principles of Government – Ch. 1 *NJSLS.6.3.12, NJSLS.6.1.12.A.2.a*
- II. Federal Government – Ch. 3, 4, 5, & 7 *NJSLS.6.3.12, NJSLS.6.1.12.A.14.a*

Second Marking Period

- III. State & Local Government – Ch. 13 *NJSLS.6.3.12, NJSLS.6.1.12.A.2.b, NJSLS.6.1.12.A.14.e*
- IV. Citizenship & Civil Liberties – Ch. 8 & 9 *NJSLS.6.3.12, NJSLS.6.1.12.A.14.b, NJSLS.6.1.12.A.14.h*

Course Expectations and Skills

1. Actively engage in studying current events.
2. Embrace a global perspective.
3. Consider multiple perspectives to evaluate issues of the past and today.
4. Analyze and interpret historical events of the past in light of contemporary history.
5. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
6. Develop skills in reading comprehension, research, communication and technology.
7. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
8. Develop skills in note-taking and outlining, guided practice and repetition.
9. Utilize technology to refine 21st century skills through database research and multimedia presentations.

Materials Needed

- Covered textbook
- Google Chromebook
- Notebook and/or three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

Resources

Textbook: Shea, Daniel M. *Magruder's American Government*. Boston, MA: Pearson, 2016.

Grading Scale

Students will earn their grades based on the following categories of assignments:

- | | |
|--------------------------|---------------------------|
| - Major Assessments: 40% | - Projects: 15% |
| - Minor Assessments: 25% | - Homework/Classwork: 20% |

Teacher Information

TBA

Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Government & Constitutional Law Unit 1: Principles Of Government</p>	<p>Unit Summary: Democracy is one form of government. How does democracy help determine what the government should do? Democracy exists because people want it. In order for democracy to survive, certain principles must be agreed upon. In the United States, we have five concepts that form the backbone of our government system, which provides guidance in determining what to do. Sometimes a government may not always appear to act in the best interests of the people. When this happens, such acts go against these concepts.</p>
<p>Grade Level(s): 11-12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the purpose of government? 2. Who should hold power in a governing body? 3. How has democracy developed throughout history? 4. On what major principles is democracy based? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Government is the institution through which a society makes and enforces its public policies, and is made up of those who exercise its powers, and have power and authority over the people. 2. Governments are classified by who can participate, the distribution of power, and the relationship between lawmakers and those who execute the laws. 3. The origins of modern democratic government lie in the ideas of ancient Greece, Rome, and the Enlightenment. 4. A democracy is based upon recognizing the worth and dignity of all, equality, majority rule balanced with minority rights, compromise, and individual freedom.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Define government and the basic powers that every government holds.	1. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
2. Explain the definition of a state and the origin of the state.	2. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
3. Classify different types of government.	3. 6.2.12.A.4.a CCSS.ELA- LITERACY.RH.11-12.10
4. Define systems of government based on who can participate.	4. 6.1.12.A.14.g CCSS.ELA- LITERACY.RH.11-12.10
5. Identify and explain the origins and foundations of democracy in the world.	5. 6.1.12.A.2.a CCSS.ELA- LITERACY.RH.11-12.10

Inter-Disciplinary Connections:

Language Arts Literacy: Close-reading of Preamble of the Constitution

Technology: Google Docs for typed documents; Video clips; EDpuzzle videos; Crash Course U.S.

Government; Google Slides for 'Create Your Own Government' presentation; Pearsonrealize interactive online chart

Art: 'Where to Eat' activity; Political cartoon analysis

Math: N/A

Science: N/A

Students will engage with the following text:

Magruder's American Government, Pearson (2016) – Chapter 1

Leviathan

Two Treatises of Civil Government

Preamble of the Constitution of the United States

'Who Rules' supplemental text

Americans with Disabilities Act

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials or provide annotated copies of readings; Provide students with summaries of primary source documents; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete when reading to ensure an understanding of main ideas.

Students will write:

Daily note taking
Daily exit slips
Unit vocabulary
Create Your Own Government presentation
Differing views between Hobbes and Locke on government
Origins of Democracy graphic organizer
Three Branches of government responsibilities
Expanding Democratic Rights for different groups of citizens

Suggested Accommodations/Modifications for Writing:

Provide students with guided notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

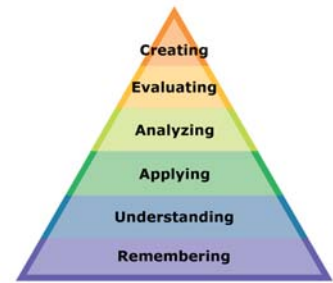
Unit vocabulary
Close-reading of the Preamble of the Constitution
'Where to Eat' debate
'Who Rules' reading & discussion
Create Your Own Government group presentation
Hobbes & Locke Views on Government
Origins of Democracy jigsaw activity
Basics of U.S. Democracy activity & discussion
Three branches of government activity & discussion
Interactive Chart on Expanding Democratic Rights

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Provide students with guided notes; Break lectures into small portions; Use graphic organizers for writing assignments; Use exit slips to check for understanding of new concepts; Chunk assignments into smaller portions.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

HW/CW activities: Unit vocabulary, Origins of Democracy jigsaw activity, Basics of U.S. Democracy activity; Hobbes & Locke views on government activity; interactive chart on expanding democratic rights

In-Class Discussion: 'Where to Eat' debate, 'Who Rules', Basics of U.S. Democracy; three branches of government

Notebook: Daily notes

These assessments will mostly require students to: remember, understand, apply, and analyze.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer questions on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Common Unit Test: Unit 1: Principles of Government: Multiple Choice & Open Ended Response Questions; Section quizzes

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary or lengthier readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

Performance Assessments:

Create Your Own Government group presentation

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, After-school support; Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

Suggested for gifted & talented students: Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Government & Constitutional Law Unit 2: Federal Government</p>	<p>Unit Summary: The Framers of the Constitution had no idea if their ideas for a new government would work. But to ensure the best possible means for success, the Framers designed important constitutional provisions to help with the working of the new government.</p>
<p>Grade Level(s): 11-12</p>	<p>The legislative branch of government can be seen as a true government of the people. The people elect its representatives, who in turn do their best to carry out the wishes of the people they represent. They do this in a number of ways from the committees they serve on to their votes on issues.</p> <p>The President of the United States leads the executive branch of the Federal Government and has a broad array of constitutionally mandated powers in that role. At the same time, the President's powers are limited by the Constitution, particularly by the system of checks and balances that it establishes.</p> <p>The ideals behind democracy include a high regard for equality for all. When it comes to the judicial system in a democratic society, equal justice takes a central role. The Constitution was carefully crafted to create a system in which this is the reality.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the purpose of the Constitution? 2. On what major principles is the Constitution based? 3. In what ways can the Constitution change? 4. How should power be divided in a federal form of government? 5. How should legislative powers be distributed? 6. Who is part of the legislative branch of government? 7. What powers should be granted to the legislative branch? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. The U.S. Constitution provides the basic principles upon which the government is constructed and operates. 2. The Constitution is built around six basic principles: popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism. 3. The Constitution also provides the methods required to propose and ratify amendments, allowing for changes in its laws and procedures. 4. The U.S. system of government is federalism, wherein the powers are divided between the National Government, with a set of powers given to it explicitly by the Constitution, and the States. 5. The Constitution establishes Congress as a bicameral legislature, with two houses – the Senate and the House of Representatives – acting as checks on one another. 6. The House has 435 seats, apportioned by population, and members serve for two years, while the Senate has 100 seats, two from each state, and members serve 6-year terms. 7. The Constitution grants Congress a number of expressed and implied powers and some non-legislative duties.

<ol style="list-style-type: none">8. How does a bill become a law?9. What is required of a president?10. How powerful should the Chief Executive be?11. Who should conduct foreign relations?12. What is the role of the Supreme Court?13. How does judicial review empower the judicial branch?14. What is the purpose of laws?15. What are the different courts and their jurisdictions under the federal court system?	<ol style="list-style-type: none">8. A bill is a proposed law presented to either house. If passed by both, a bill is presented to the President. Vetoes can be overturned with a 2/3 vote.9. A person seeking to be President of the United States must meet certain requirements and be able to balance many roles simultaneously.10. There is an ongoing debate about the growth of presidential power; however, certain constitutional provisions provide for checks by the other two branches.11. The President is essential to the conduct of foreign relations; however, the system of checks and balances requires the President to share military and diplomatic powers with Congress.12. The Constitution created the Supreme Court, its jurisdiction, and the manner and terms of federal judicial appointments.13. The power of judicial review established the key role of the judicial branch – the Supreme Court is the final authority on questions arising under the Constitution, an act of Congress, or a U.S. treaty.14. Laws are put in place to provide order, protect society, and settle conflicts. Law officers enforce the laws and the courts interpret them.15. The inferior constitutional courts form the core of the federal judicial system, but special courts were created to handle specific types of cases.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Outline the Articles of the Constitution.	1. 6.1.12.A.2.a CCSS.ELA- LITERACY.RH.11-12.10
2. Explain the reasoning for a limited government and how the separation of powers is supposed to protect the citizens.	2. 6.1.12.A.14.a CCSS.ELA- LITERACY.RH.11-12.10
3. Explain how the formal amendment process illustrates the principles of federalism and popular sovereignty.	3. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
4. Define federalism and explain why the Framers adopted a federal system instead of a unitary system.	4. 6.1.12.A.2.b CCSS.ELA- LITERACY.RH.11-12.10
5. Summarize the obligations that the Constitution, as the “the supreme Law of the Land,” places on the National Government with regard to the states.	5. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
6. Explain the process of admitting new states to the Union and the interaction between states.	6. 6.1.12.A.2.a CCSS.ELA- LITERACY.RH.11-12.10
7. Explain why the Constitution provides for the bicameral structure of Congress.	7. 6.1.12.A.2.b CCSS.ELA- LITERACY.RH.11-12.10
8. Identify when the President may convene or end a session of Congress and the duties performed by those who serve in Congress.	8. 6.1.12.A.14.a CCSS.ELA- LITERACY.RH.11-12.10
9. Compare and contrast the Senate and House of Representatives.	9. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
10. Analyze the formal and informal qualifications for election to the House and the Senate.	10. 6.1.12.A.14.e CCSS.ELA- LITERACY.RH.11-12.10
11. List the three types of powers delegated to Congress and how they are applied.	11. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
12. Identify how and when Congress convenes.	12. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
13. Explain how standing committees function.	12. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10

14. Explain the process of a bill from introduction in the House or Senate to the actions the President can take.	13. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
15. List the formal qualifications necessary to become President.	14. 6.1.12.A.14.a CCSS.ELA- LITERACY.RH.11-12.10
16. Identify key figures in the President's present cabinet.	15. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
17. Explain how the role of Vice President and First Lady has changed over time.	16. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
18. List the powers and responsibilities of the President.	17. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
19. Explain the President's domestic and foreign powers.	18. 6.1.12.A.14.a CCSS.ELA- LITERACY.RH.11-12.10
20. Explain why the Constitution created a national judiciary, and analyze its structure and functions.	19. 6.1.12.A.16.b CCSS.ELA- LITERACY.RH.11-12.10
21. Outline the process for appointing federal judges, and list their terms of office.	20. 6.1.12.A.2.d; 6.1.12.A.14.b CCSS.ELA- LITERACY.RH.11-12.10
22. Define the concept of judicial review and explain the history behind how the court first asserted its power of judicial review.	21. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
23. Explain how cases reach the Supreme Court.	22. 6.1.12.A.2.d, 6.1.12.A.14.b CCSS.ELA- LITERACY.RH.11-12.10
24. Summarize the way the Supreme Court operates.	23. 6.1.12.A.14.b CCSS.ELA- LITERACY.RH.11-12.10
25. Describe the structure and jurisdiction of the federal district courts, the federal courts of appeals, and other constitutional courts.	24. 6.1.12.A.14.b; 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
	25. 6.3.12

Inter-Disciplinary Connections:

Language Arts Literacy: Six Principles of the Constitution reading; ‘Congress in a Flash’ supplemental source; ‘Why the Supreme Court Matters’ reading

Technology: Google Docs for typed documents; Video clips; EDpuzzle videos; Crash Course U.S. Government; Federal Government presentation; Schoolhouse Rock “How a Bill Becomes a Law”; Executive Command computer game; Senate.gov; House.gov; Whitehouse.gov

Art: Illustrated Constitution; Political cartoon analysis

Math: Calculating Congressional Apportionment

Science: N/A

Students will engage with the following text:

Magruder’s American Government, Pearson (2016) – Chapters 3, 4, 5, & 7

The Constitution of the United States

Six Principles of the Constitution reading

‘The Federalist’ No. 78

‘Congress in a Flash’ supplemental source

Senate.gov/House.gov

Whitehouse.gov

‘Why the Supreme Court Matters’ reading

Supreme Court fictional case studies

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials or provide annotated copies of readings; Provide students with summaries of primary source documents; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete when reading to ensure an understanding of main ideas.

Students will write:

Daily note taking
Daily exit slips
Unit vocabulary
Constitutional in-depth analysis
Powers given to Congress
Web quest on Legislative Branch
President Cabinet project
Modern History President Project
Federal Government project
Supreme Court fictional case ruling
Major Supreme Court Case rulings
Their own Amendment

Suggested Accommodations/Modifications for Writing:

Provide students with guided notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Unit vocabulary

Six Principles of the Constitution in practice

Constitution In-Depth Analysis worksheet

Illustrated Constitution poster

Federal Government project – research & present about each branch of government

‘Congress in a Flash’ reading & analysis

Congressional Powers

Legislative Branch WebQuest

Executive Command interactive computer game

Schoolhouse Rock – “How a Bill Becomes a Law”

Executive Department Internet Activity

Modern History President project

Presidential Cabinet project

‘Why the Supreme Court Matters’ reading

Supreme Court fictional case analysis

Major Supreme Court case analysis

‘Write your own Amendment’

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Provide students with guided notes; Break lectures into small portions; Use graphic organizers for writing assignments; Use exit slips to check for understanding of new concepts; Chunk assignments into smaller portions.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

HW/CW activities: Unit vocabulary; Six Principles of the Constitution modern examples; Constitution in-depth analysis worksheet; 'Congress in a Flash' activities; 'Executive Command' interactive computer game; 'Why the Supreme Court Matters' reading; Supreme Court case analysis; Legislative Branch WebQuest

In-Class Discussion: Six Principles of the Constitution; the role of Congress; the role of the Executive; the role of the Supreme Court

Notebook: Daily notes

These assessments will mostly require students to: remember, understand, apply, and analyze.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer questions on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Common Unit Test: Unit 2 – Federal Government: Multiple Choice & Open Ended Response Questions; Section quizzes

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce

visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary or lengthier readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

Performance Assessments:

Illustrated Constitution poster; Federal Government presentation project; Modern History President project; Presidential Cabinet project; 'Write your own Amendment'

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, After-school support; Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

Suggested for gifted & talented students: Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Government & Constitutional Law Unit 3: State & Local Government</p>	<p>Unit Summary: State governments perform many basic duties. The state government: (1) makes laws for state residents to follow, (2) settles disputes using the state court system, (3) administers federal, state, and local elections, (4) creates local governments, and (5) collects taxes to fund state and local programs. Frequently, state and local governments have a much more direct impact on citizens' lives than does the federal government.</p>
<p>Grade Level(s): 11-12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How and why do states' constitutions differ? 2. How much power should governors have? 3. How do state courts settle disputes among state residents? 4. To what extent are local governments responsible for residents' needs? 5. How are powers divided between the Federal Government and the states? 6. What is the central conflict in the relationship between taxation and government services? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Every state has a unique written constitution that defines the state's government and values according to its citizens' views. 2. Governors possess some legislative and judicial powers, and most share executive power with other elected officials. 3. Local courts deal with a wide range of cases, and those involving difficult points of law rise to appellate courts or the state Supreme Court on appeal. 4. County, town, and township governments both supply basic services of daily life and provide a wide range of public services to residents. 5. The U.S. Constitution reserves to the states all powers not delegated to the Federal Government or not denied to the states. 6. The state budget is the plan for the control and use of public money; sources of funding include taxes, federal grants, and borrowing.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Analyze New Jersey’s constitution and its similarities and differences from the Constitution.	1. 6.1.12.A.2.b CCSS.ELA- LITERACY.RH.11-12.10
2. Explain the basic principles common to all state constitutions today.	2. 6.1.12.A.2.b CCSS.ELA- LITERACY.RH.11-12.10
3. Identify some local state legislatures and explain the qualifications, terms, and compensation of many state legislatures.	3. 6.1.12.A.14.e CCSS.ELA- LITERACY.RH.11-12.10
4. Identify the current governor and the qualifications to become governor.	4. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
5. Summarize the governors’ roles, powers, duties, and the limitations of office.	5. 6.1.12.B.14.b,c CCSS.ELA- LITERACY.RH.11-12.10
6. List and explain other executive offices at the state level.	6. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
7. Explain the governments of towns, townships and special districts.	7. 6.1.12.A.14.h CCSS.ELA- LITERACY.RH.11-12.10
8. Identify the need for city planning and list some major municipal functions.	8. 6.1.12.A.14.g CCSS.ELA- LITERACY.RH.11-12.10

Inter-Disciplinary Connections:

Language Arts Literacy: Close-reading Preamble New Jersey Constitution

Technology: Google Docs for typed documents; Video clips; EDpuzzle videos; Crash Course U.S. Government; Pearsonrealize.com; NJ WebQuest; ‘Counties Rule’ simulation

Art: Political Cartoon Analysis

Math: Analysis of charts and graphs related to government policy issues

Science: Compare and contrast local interest groups and what they would want from their government in terms of scientific research

Students will engage with the following text:

Magruder's American Government, Pearson (2016) – Chapter 13

Constitution of the United States

New Jersey Constitution

US History.org State and Local Government

iCivics.com secondary source readings: “State Power: Got a Reservation?”; “The Great State”; “What States Do”; “State Lawmaking”; “County Government”; “Municipal Government”

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials or provide annotated copies of readings; Provide students with summaries of primary source documents; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete when reading to ensure an understanding of main ideas.

Students will write:

Daily note taking

Daily exit slips

Unit vocabulary

Interview questions for local politician

Government Responsibilities – Different functions of government at the different levels

City plan and form of government

Writing of an individual state/local government law

Suggested Accommodations/Modifications for Writing:

Provide students with guided notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

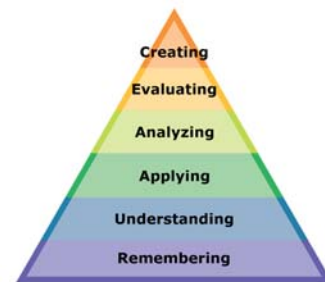
Unit vocabulary
'Who Can Run for Governor' activity
Meet local politicians
Voter Registration Drive
WebQuest – NJ Government
NJ Constitution Analysis
'Who's Responsible' activity
Create your own city
Create your own law
Elements of state constitutions analysis
'Laws of Pendiana' activity
'Spotlight on Lobbying' activity
Supremacy Clause debate – Who should have the authority to set driving age/drinking age/etc
'Counties Rule' simulation on iCivics.com
ABC's 'The Mayor' episode analysis

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Provide students with guided notes; Break lectures into small portions; Use graphic organizers for writing assignments; Use exit slips to check for understanding of new concepts; Chunk assignments into smaller portions.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

HW/CW activities: Unit vocabulary

In-Class Discussion: State vs. Federal government powers; responsibilities of the state & local governments; Supremacy Clause debate; state constitution elements

Notebook: Daily notes

These assessments will mostly require students to: remember, understand, apply, and analyze.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer questions on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Common Unit Test: Unit 3: State and Local Government: Multiple Choice & Open Ended Response Questions; Section quizzes

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary or lengthier readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

Performance Assessments:

Biography on local politician
Presentation of their city and government
Supremacy Clause debate

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, After-school support; Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

Suggested for gifted & talented students: Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Government & Constitutional Law Unit 4: Citizenship and Civil Liberties</p>	<p>Unit Summary: The concept of citizenship – of the free inhabitants of a city – was developed by the ancient Greeks and Romans. Today, citizenship is the badge of membership in a political society, and every state in the world has rules by which citizenship is determined. Much can be learned about the basic nature of a government by examining those rules, including who are and who may become citizens, and who are excluded from citizenship. The Framers of the Constitution wanted to make sure that individual freedoms were protected and so created the Bill of Rights. Those amendments guarantee rights related to religion, speech and press, assembly and petition, the rights of the accused, and more. While these freedoms are not absolute, the concept of limited government helps to protect individual rights.</p>
<p>Grade Level(s): 11-12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How have the nation’s policies on immigration changed over time? 2. To what extent has the U.S. lived up to the principle that “all men are created equal”? 3. What role does discrimination and segregation play in American institutions? 4. How has civil rights legislation protected the rights of citizens? 5. How has the Bill of Rights been implemented throughout history? 6. To what extent is religion protected by the government? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. The U.S. is a nation of immigrants, but current immigration policy is controversial. 2. The Declaration of Independence declares that “all men are created equal,” an ideal our nation still struggles to meet as race- and gender-based discrimination has declined but not disappeared. 3. The nation has not yet achieved complete integration of educational systems, but legally enforced racial segregation in public life has been eliminated. 4. Congress passed civil rights laws to carry out the Constitution’s insistence on the equality of all before the law, although controversy still surrounds affirmative action today. 5. The Bill of Rights reflects the nation’s commitment to personal freedom and limited government. 6. The 1st Amendment guarantee of religious freedom creates a separation between church and state and protects the right to believe what one chooses in matters of religion. 7. The 1st Amendment rights of free speech and press guarantee the freedom to express one’s ideas. 8. The 1st Amendment rights to assembly and petition guarantee the right to gather together and to bring one’s views to the attention of public officials. 9. Due process rights require the government to act fairly and in accord with established rules.

7. In what ways can individuals express their views publically?
8. How are citizens able to protest against governmental actions?
9. What rights should be granted to accused and convicted criminals?

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Describe how people become American citizens by birth and by naturalization.	1. 6.1.12.B.14.a CCSS.ELA- LITERACY.RH.11-12.10
2. Compare and contrast the status of undocumented aliens and legal immigrants.	2. 6.1.12.B.14.a CCSS.ELA- LITERACY.RH.11-12.10
3. Examine discrimination experienced by various groups in the past and present.	3. 6.1.12.A.13.b CCSS.ELA- LITERACY.RH.11-12.10
4. Outline the history of civil rights legislation, and how affirmative action has helped to ensure equality under the law.	4. 6.1.12.D.14.d CCSS.ELA- LITERACY.RH.11-12.10
5. Explain how Americans' commitment to freedom led to the creation of the Bill of Rights.	5. 6.1.12.A.2.a CCSS.ELA- LITERACY.RH.11-12.10
6. Describe how the 9 th Amendment helps protect individual rights.	6. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
7. Analyze the reasons behind the Founding Fathers protecting religious freedoms and how the Supreme Court has interpreted this right through the Establishment Clause and Free Exercise Clause.	7. 6.1.12.D.14.e CCSS.ELA- LITERACY.RH.11-12.10
8. Analyze the purpose and importance of the 1 st Amendment rights of free speech and press.	8. 6.1.12.A.14.f CCSS.ELA- LITERACY.RH.11-12.10
9. Define symbolic and commercial speech and describe the limits on their exercise and major Supreme Court rulings.	9. 6.1.12.A.14.b CCSS.ELA- LITERACY.RH.11-12.10
10. Analyze the importance of the 1 st Amendment rights of petition and assembly.	10. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
11. Compare and contrast the freedom-of-assembly issues that arise on public versus private property.	11. 6.3.12 CCSS.ELA- LITERACY.RH.11-12.10
12. Explain the importance of due process rights to the protection of individual rights and in limiting the power of the government.	12. 6.1.12.A.14.h CCSS.ELA- LITERACY.RH.11-12.10

13. Evaluate constitutional provisions for limiting the role of government, including those designed to guarantee the security of home and person.

13. 6.1.12.A.16.b
CCSS.ELA-
LITERACY.RH.11-12.10

Inter-Disciplinary Connections:

Language Arts Literacy: Close-reading Bill of Rights; Title IX

Technology: Google Docs for typed documents; Video clips; EDpuzzle videos; Crash Course U.S. Government; Pearsonrealize.com

Art: creating and interpreting political cartoon

Math: analysis of charts and graphs related to civil rights and civil liberties

Music: Listening and analyzing the lyrics of protest marches and civil right music

Students will engage with the following text:

Magruder's American Government, Pearson (2016) – Chapters 8 & 9

Constitution of the United States

Civil Rights Act of 1964

The Many Lives of Pauli Murray-The New Yorker

Title IX

Supreme Court Opinions

Rights of the Accused

Street Law: A Course in Practical Law

Current news stories

iCivics.com secondary sources: "Citizen Me"; "Civic Action & Change"

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials or provide annotated copies of readings; Provide students with summaries of primary source documents; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete when reading to ensure an understanding of main ideas.

Students will write:

Daily note taking

Daily exit slips

Unit vocabulary

Summaries of court cases on Civil Liberties

Interactive Chart-The Steps of Justice

Title IX's impact on citizens

'Should Americans be Required to Vote?' DBQ

'Should Schools Be Allowed to Limit Students' Online Speech?' DBQ

Suggested Accommodations/Modifications for Writing:

Provide students with guided notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Protecting Civil Liberties Activity

Interactive Chart-The Steps of Justice

Future Fright Activity

That's Not Fair – Examining Civil Liberties with the US Supreme Court

Debate Bayard Rustin and Pauli Murray's role on the Civil Rights movement along with the LGBT movement.

Mock trial on current civil liberty or civil rights cases

Research stories on civil liberties or civil rights that have not been heard in the courts and make an argument on the topic.

Debate the "Full Faith and Credit Clause" with gay marriage and other religious beliefs

Create a political cartoon about any of the amendments and rights addressed in this Unit

Civil Liberties protection posters

United States citizenship test

'Jaywalking' video project

'Should Americans be Required to Vote?' DBQ

'Should Schools Be Allowed to Limit Students' Online Speech?' DBQ

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Provide students with guided notes; Break lectures into small portions; Use graphic organizers for writing assignments; Use exit slips to check for understanding of new concepts; Chunk assignments into smaller portions.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

HW/CW activities: Unit vocabulary

In-Class Discussion: Civil Liberties Protections; citizenship requirements; citizenship responsibilities; mandatory suffrage discussion

Notebook: Daily notes

These assessments will mostly require students to: remember, understand, apply, and analyze.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer questions on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Common Unit Test: Unit 4: Citizenship & Civil Liberties: Multiple Choice & Open Ended Response Questions; Section quizzes

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary or lengthier readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

Performance Assessments:

Steps of Justice Assessment

Research a historical case and write your own opinion

Argue/Debate one of the cases in front of the Supreme Court today

Debate on Affirmative Action and whether it worked and is still needed today

Civil Liberties Protection posters

'Jaywalking' video project

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, After-school support; Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

Suggested for gifted & talented students: Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

Government & Constitutional Law Standards Key (by unit)

Unit I Standards:

- NJSLS 6.1.12.A.2.a - Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
- NJSLS 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).
- NJSLS 6.2.12.A.4.a - Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
- NJSLS 6.3.12 - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- CCSS.ELA-Literacy.RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Unit II Standards:

- NJSLS 6.1.12.A.2.a - Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
- NJSLS 6.1.12.A.2.b - Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
- NJSLS 6.1.12.A.2.d - Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
- NJSLS 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.
- NJSLS 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.
- NJSLS 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.
- NJSLS 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.
- NJSLS 6.3.12 - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- CCSS.ELA-Literacy.RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Unit III Standards:

- NJSLS 6.1.12.A.2.b - Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
- NJSLS 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.
- NJSLS 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).
- NJSLS 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.
- NJSLS 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.
- NJSLS 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.
- NJSLS 6.3.12 - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- CCSS.ELA-Literacy.RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Unit IV Standards:

- NJSLS 6.1.12.A.2.a - Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
- NJSLS 6.1.12.A.13.b - Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
- NJSLS 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.
- NJSLS 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.
- NJSLS 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.
- NJSLS 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.
- NJSLS 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.

- NJSLS 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.
- NJSLS 6.1.12.D.14.e - Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- NJSLS 6.3.12 - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- CCSS.ELA-Literacy.RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.