

**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**DEPARTMENT**

Social Studies

**COURSE TITLE**

**Political and Legal Education (PLE)**

**Board of Education**

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# **Curriculum Writing Committee**

Jonathan Hutchinson

## **Supervisors**

**BOARD OF EDUCATION INITIAL ADOPTION DATE:**

### **Course Philosophy**

Political and Legal Education is a course that focuses on the development of civic engagement on a local, county, state, and national level. Throughout the year, students will focus on interviewing elected officials as well as attending local meetings and rallies to develop their stance on significant social and political issues. Students will also develop a strong understanding of the Constitution and Constitutional Philosophy into why we have the rights that we have. The goal for students is to become aware of the issues that affect them, understand the stance that elected officials have on certain topical subjects, and develop their civic identity.

### **Course Description**

PLE will explore the American political process. Students will attend out of school events in the community from school board meetings to political rallies. This honors class represents the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibility of citizenship. This honors level course will investigate the different levels of government on a local, county, state, and national level as well as the election process, examination of the Constitution, and focus on important political and social issues.

## Integration of 21st Century Themes and Skills

### Educational Technology

**Standards: 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- **Technology Operations and Concepts:** 8.1.12.A.5- Create a report from a relational database consisting of at least two tables and describe the process, explain the report results.

**Example:** Students will poll student body on relevant political and social questions in which results will be placed into a relevant database to reflect the data collected. Lesson will reflect Gallup Poll collection as well as how to draw conclusions from the data collected. Each group will create a spreadsheet that reflects their results. These will contribute to a class-wide spreadsheet that will reflect the results for the entire school. Students will then reflect on the results including quality and formatting of questions, responses based on gender, and calculating +/- margins for error.

- **Communication and Collaboration:** 8.1.12.C.1- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, present ideas for feedback through social media or online community.

**Example:** Students will create a PowerPoint presentation that outlines and explains their point of view on a social or political issue that they are passionate about. The student will research information from credible sources to explain on side on a political or social argument. Classmates will assess the presentation and provide reflections and feedback on the subject. Students will be responsible for showing various forms of media (video, audio, etc.) in their presentation that prove their points.

- **Digital Citizenship:** 8.1.12.D.1- Demonstrate appropriate application of copyright, fair use, and/or Creative Commons to an original work.

**Example:** Students will research one of the 27 Amendments to our Constitution and write a research paper that will focus on the history of the Amendment, Supreme Court Cases that tested the Amendment, and application of the Amendment in our society today. The paper is to be properly sourced providing proper citations as well as Works Cited page.

- **Research and Education Fluency:** 8.1.12.E.1- Produce a position statement about a real world problem by developing a systemic plan of investigation with peers and experts synthesizing information from multiple sources.

**Example:** Students will compare and contrast the different stances of local, county, state, and national candidates running for election. Students

will research different candidates and their stances online and compare their political stances and goals prior to the election. Students will then select who they would vote for and justify their selections based off of their research.

- **Critical Thinking, Problem Solving, and Decision Making:** 8.1.12.F.1- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal, and social needs.

**Example:** Students will use multiple sources to research different news articles to determine the different hot button issues and topics that will be talked about leading into elections. Students will use the internet to find different articles pertaining to local, county, state, national, and international events that are happening leading up to election day. They will use these current events to then create questions to different politicians that enter the class as guest speakers. They will prepare these questions before the speakers arrive and will provide an opportunity for students to question these candidates based off of their research.

## Career Ready Practices

### Standards: (CRP1, CRP4)

**CRP1. Act as a responsible and contributing citizen and employee** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**Example:** Students will model becoming a active and responsible member of the community by attending political meetings (school board meetings, town council meetings, political rallies, etc.) and interacting with elected members of the community. These interactions will be reflected on and discussed with their peers in class. Students will learn that involvement in the community will lead to a more informed citizen and provide better insight into how their government functions.

**CRP4. Communicate clearly and effectively and with reason** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**Example:** When interviewing elected officials in class, students will have to display effective communication techniques. Students will learn to ask focused, unbiased questions to elected officials that will be able to learn more about policy and what they are doing to improve the community. Students will also be looking at different perspectives of topics and issues and learn to listen to all sides of political and social arguments and justify their positions with facts and data.

### Robbinsville Ready 21st Century Skill Integration

**The following skills will be embedded throughout the curriculum and instruction of this course.**

**Collaborative Team Member:** Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

**Effective Communicator:** Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

**Emotionally Intelligent Learner:** Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

**Informed and Involved Citizen:** Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

**Innovative Thinker:** Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, “We are currently preparing students for jobs that don’t yet exist . . . using technologies that haven’t been invented . . . in order to solve problems we don’t even know are problems yet.” Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

**Resilient and Self-Directed Learner:** Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

### Interdisciplinary Connections

**ELA Standard- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain**

**Example:** Students will read and interpret historical documents (Constitution, Declaration of Independence) as well as significant Supreme Court decisions to determine how these documents and decisions lead to the laws and rights that we have in our society today. Students will read through case briefs and Supreme Court Decisions to see how we created our policies on issues like women’s right to privacy, rights of the accused, and free speech.

**Mathematics Standard- S.IC.B.4. Use data from a sample survey to estimate a population mean or proportion; develop a margin for error through the use of simulation models for random sampling.**

**Example:** Students will survey the student population on questions that they developed in their groups. Different groups will poll different grades on 5 different subjects that the class agrees on. The class comes together to determine the wording of the questions and will poll 50 random members of the grade assigned. We will compile the results and put them onto a class spreadsheet to determine the results. We will calculate factors such as margin for error through this sampling and determine the school’s attitude towards certain subjects.

## General Differentiated Instruction Strategies

<ul style="list-style-type: none"> <li>• Leveled texts</li> <li>• Chunking texts</li> <li>• Choice board</li> <li>• Socratic Seminar</li> <li>• Tiered Instruction</li> <li>• Small group instruction</li> <li>• Guided Reading</li> <li>• Sentence starters/frames</li> <li>• Writing scaffolds</li> <li>• Tangible items/pictures</li> <li>• Adjust length of assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat, reword directions</li> <li>• Brain breaks and movement breaks</li> <li>• Brief and concrete directions</li> <li>• Checklists for tasks</li> <li>• Graphic organizers</li> <li>• Assistive technology (spell check, voice to type)</li> <li>• Study guides</li> <li>• Tiered learning stations</li> <li>• Tiered questioning</li> <li>• Data-driven student partnerships</li> <li>• Extra time</li> </ul>
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### Possible Additional Strategies for Special Education Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> </ul>	<ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> </ul>

<ul style="list-style-type: none"> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul>
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## Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

# Robbinsville Public Schools

## Curriculum Map

### Political and Legal Education (PLE)

Relevant Standards	Standards Unpacked Skill / Concept / Process?	Enduring Understandings / Unit Goals	Essential Questions	Unit Title / Suggested Timeline
6.3.12.A.1 6.3.12.D.1 6.1.12.A.14.d	<ul style="list-style-type: none"> <li>- SWBAT research different bills and policies proposed by elected officials and reflect on the position that the officials took on the issue.</li> <li>- SWBAT read and reflect on different newspaper articles that connect important political and social issues for local, county, state, national, and international issues.</li> <li>- SWBAT compare and contrast the stances and ideals of the different political parties and discover their own political stance on certain social or political issues.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the levels of government and the roles of each position in the government is vital to the development of ideas in the voting process.</li> <li>- Creating a sense of knowledge about the different elected officials as well as the people running against them creates a stronger understanding of their stance on certain subjects</li> </ul>	<ul style="list-style-type: none"> <li>- What are the different roles that our elected representatives serve while in office?</li> <li>- How are the different branches of government different on a local, county, state, and national levels?</li> <li>- Who are our elected officials and what are their policies on major subjects?</li> <li>- What responsibilities do our elected officials have in their positions?</li> </ul>	<b>Unit #1: Levels of Government and Political Structure</b>  <b>3 weeks</b>
6.3.12.A.1 6.3.12.D.1 6.3.12.D.2 6.1.12.A.14.e	<ul style="list-style-type: none"> <li>- SWBAT interview different elected officials and question policies that are in place.</li> <li>- SWBAT poll the school on different political and social questions and will</li> </ul>	<ul style="list-style-type: none"> <li>- The Election Process for the United States is the foundation for our democracy and the process on how people get elected is now more involved than ever.</li> </ul>	<ul style="list-style-type: none"> <li>- How has the the Citizens United vs. FEC decision changed campaign finance in our election system?</li> <li>- Should campaigns be allowed to accept</li> </ul>	<b>Unit #2: Election Systems and the Electoral Process</b>  <b>6 weeks</b>

6.1.12.A.14.g 6.1.12.A.16.a	<p>analyze the data results to determine aspects like margin of error.</p> <ul style="list-style-type: none"> <li>- SWBAT debate the Supreme Court ruling on the Citizens United vs. FEC case.</li> </ul>	<ul style="list-style-type: none"> <li>- The rules for political parties in how they present information and fund raise is ever evolving with new laws being passed in election reform.</li> </ul>	<p>unlimited amounts of money from businesses as a campaign contribuion?</p> <ul style="list-style-type: none"> <li>- Why do certain candidates turn to negative advertisements during their campaigns?</li> <li>- How does the process of polling acquire information to be used by constituents as well as campaigns?</li> </ul>	
6.1.12.A.2.a 6.1.12.A.2.b 6.1.12.A.2.d 6.1.12.D.2.b 6.1.12.A.14.a 6.1.12.A.14.b 6.1.12.A.14.c	<ul style="list-style-type: none"> <li>- SWBAT question the need for checks and balances within our government.</li> <li>- SWBAT debate which branch of the government has the most restrictions to it and which branch has the least restrictions.</li> <li>- SWBAT debate if the process for a bill to become a law is too long.</li> <li>- SWBAT debate the Electoral College vs. popular votes to determine the President of the United States.</li> <li>- SWBAT research different different pros and cons of the election process and brainstorm different strategies to increase voter turnout.</li> </ul>	<ul style="list-style-type: none"> <li>- The fundamentals of our governments as well as the elected officials that represent us must represent the needs of the citizens. What roles do these people have in the running of our society and the importance of elections in our society.</li> <li>- Our government is built on a system of checks and balances that ensures that no one branch is greater than any other. How those checks work with each other are vital to the trust that citizens have with their government.</li> </ul>	<ul style="list-style-type: none"> <li>- Why is the Legislative Branch explained in Article I?</li> <li>- How do the different branches of the U.S. Government check each other?</li> <li>- Why do we have the electoral college system? How does it work and why is it different from any other election?</li> <li>- How does the Supremacy Clause hold the Constitution as the “Law of our Land?”</li> <li>- How does the United States add states to the Union and how do they determine the number of congressmen when those states are added?</li> </ul>	<p><b>Unit #3: Articles of the Constitution</b></p> <p><b>6 weeks</b></p>

6.1.12.A.2.a 6.1.12.A.2.b 6.1.12.A.2.d 6.1.12.D.2.b 6.1.12.A.4.c 6.1.12.D.6.c	<ul style="list-style-type: none"> <li>- SWBAT connect different Supreme Court Cases to create the Miranda Rights we know today.</li> <li>- SWBAT debate different forms of free speech and how they are applied today.</li> <li>- SWBAT research and compare FBI violence statistics and compare them to the states with the strongest and weakest gun control laws.</li> <li>- SWBAT connect significant Supreme Court rulings to Amendments and how they changed the application of the Amendments</li> <li>- SWBAT explain different current political and social issues and connect them to the Amendments that they are tied to.</li> </ul>	<ul style="list-style-type: none"> <li>- The Amendments of the Constitution provide the rights and freedoms that we as citizens enjoy. It is vital to experience a true understanding of what rights our government protects.</li> <li>- The understanding of our individual rights as listed in the American Constitution is influential to the compliance and questioning of our legal and social ideals.</li> </ul>	<ul style="list-style-type: none"> <li>- How do the 4th, 5th, 6th, 7th, and 8th Amendments protect the rights of the accused?</li> <li>- Why are the Amendments after the Bill of Rights primarily reactionary Amendments to major events?</li> <li>- How has the First Amendment evolved throughout our history?</li> <li>- Do the Amendments to the Constitution restrict the powers of the government or expand the rights of the citizens?</li> <li>- How do the Amendments protect the rights of minorities and women?</li> </ul>	<b>Unit #4:</b> <b>Amendments of the Constitution</b>  <b>8 weeks</b>
6.1.12.B.14.a 6.1.12.B.14.b 6.1.12.B.14.c 6.1.12.C.14.a 6.1.12.C.14.b 6.1.12.C.14.c	<ul style="list-style-type: none"> <li>- SWBAT research different controversial social and political issues and brainstorm possible compromises to them.</li> <li>- SWBAT compare and contrast their personal political ideals and philosophies from the beginning of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>- Controversial issues have become more and more a part of our daily narrative. How both sides approach the argument is key to understanding and compromising on these key issues.</li> <li>- With the evolution of how we receive our information, it is important to investigate all sides of</li> </ul>	<ul style="list-style-type: none"> <li>- What are the significant social and political issues that are gripping the country at the time?</li> <li>- How does the media portray different controversial subjects from a liberal and conservative perspective? How are both sides becoming</li> </ul>	<b>Unit #5:</b> <b>Controversial Political and Social Issues</b>  <b>6-8 weeks</b>

6.1.12.D.14.a	<ul style="list-style-type: none"> <li>- SWBAT question the motives of media today and discover the bias that appears in what is seen in television and print media.</li> </ul>	<p>controversial subjects to better understand the perspectives of all people involved with decisions. This investigation can lead to more compromise on more issues.</p>	<p>more polarizing in their arguments?</p> <ul style="list-style-type: none"> <li>- How does the county handle sensitive political and social issues like abortion, gun control, immigration, poverty, education, wage gap, and foreign policy?</li> <li>- Why are congressional approval ratings so low yet re-election rates for congressman are so high?</li> <li>- How have social issues evolved over time and how has the government dealt with those issues?</li> </ul>	
6.1.12.D.14.b				
6.1.12.D.14.c				
6.1.12.D.14.d				
6.1.12.D.14.e				
6.1.12.D.14.f				
6.1.12.A.16.a				
6.1.12.A.16.b				
6.1.12.B.16.a				
6.1.12.D.16.a				
6.1.12.D.16.c				

**Robbinsville Public Schools**  
**Scope, Sequence, Pacing and Assessment**

**Political and Legal Education (PLE)**

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Benchmark Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Levels of Government and Political Structure	<ul style="list-style-type: none"> <li>- Students will discover their feelings and stances on certain political and social subjects.</li> <li>- Students will research the different levels of government and responsibilities that each level of government has.</li> <li>- Students will establish fundamental questioning techniques in preparation for politician interviews</li> </ul>	3 weeks	Political Spectrum Survey	Interviews with elected officials  Current Event reflections  Outside Experiences to local meetings and reflections	Gallery Walk on the different governmental positions, with explanation.  Levels of government test
Politics and the Election Process	<ul style="list-style-type: none"> <li>- Students will investigate different campaign strategies and practices that politicians will use to win the upcoming election.</li> <li>- Students will interview different elected officials to discover their ideals and policies.</li> <li>- Students will attend local meetings and political rallies to witness the political process in action</li> <li>- Students will debate the issue of campaign finance reform and how politicians should raise money.</li> </ul>	6 weeks	KWL on the election process and how election campaigns work	Interviews with elected officials and candidates running for office  Outside Experiences to campaign rallies  Current Event reflections on the campaign	Test on the candidates and the election process  Mock class election. Students will choose who they vote for and reflect on why they chose that person.
Articles of the Constitution	<ul style="list-style-type: none"> <li>- Students will research the different aspects of the government and how each branch functions with each other.</li> <li>- Students will compare and contrast the different branches to determine how checks and balances work within our government.</li> <li>- Students will model the process of how a bill becomes a law and debate if the process is too long or not.</li> </ul>	6 weeks	Roles of the Government Questionnaire as a pretest.	Close reading of the Articles with annotated notes reflecting on the Articles	Test on the Articles of the Constitution  Group presentations on how each Article is applied to our government today.

Amendments of the Constitution	<ul style="list-style-type: none"> <li>- Students will investigate different Supreme Court cases that challenge the Amendments and reflect on the impact that the cases have on our society.</li> <li>- Students will connect the rights addressed in the Amendments to the reasons for why the Amendments will be made.</li> <li>- Students will research the different Amendments to determine the roles and challenges that they face in our society today.</li> </ul>	8 weeks	Amendments Pretest	<p>Research Paper on the Amendments</p> <p>Supreme Court DBQ's on cases that tested the Amendment</p> <p>Categorizing Amendments based off of the rights they protect</p>	<p>Amendments Test</p> <p>Bill of Rights assessment</p>
Controversial Societal and Political Issues	<ul style="list-style-type: none"> <li>- Students will research both the liberal and conservative perspectives of different social and political issues in the country today.</li> <li>- Students will debate the role that media plays in our formulation of opinions on various controversial subjects</li> <li>- Students will reflect on their opinions on these divisive issues concentrating on using facts and research to back up their arguments.</li> </ul>	6-8 weeks	Controversial Issue survey	<p>Pro/Con research on the particular controversial issue.</p> <p>Identifying bias reflection worksheets</p>	<p>Student presentation to the class on a controversial subject with unbiased research</p>

# Robbinsville Public Schools

## Unit #1: Levels of Government and Political Structure

*Suggested Timeframe: 3 weeks*

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Understanding the levels of government and the roles of each position in the government is vital to the development of ideas in the voting process.</li> <li>Creating a sense of knowledge about the different elected officials as well as the people running against them creates a stronger understanding of their stance on certain subjects</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the different roles that our elected representatives serve while in office?</li> <li>How are the different branches of government different on a local, county, state, and national levels?</li> <li>Who are our elected officials and what are their policies on major subjects?</li> <li>What responsibilities do our elected officials have in their positions?</li> </ul>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.3.12.A.1	What responsibilities do elected officials have to their constituents?	I CAN research different candidates running for office and differentiate their stances on certain social and political issues.	Read and Reflect on different newsworthy articles	Master sheet of elected officials	Master Sheet Test
6.3.12.D.1	Why is it our civic duty to elect our officials?	I CAN identify the local, county, state, national, and international issues that are important to our rights as citizens.	Interview different elected officials	Political Spectrum Questionnaire	Levels of Government Test
6.1.12.A.14.d	What issues are important to students for this upcoming election cycle?	I CAN research different current issues that are occurring in the world and reflect on the importance of these events to our government.	Watch videos or news clips on significant issues and reflect with a partner.	Elected Officials PowerPoint with links to campaign webpages	Reflections on Current Events (200)
	How are Americans deciding their elected officials?	I CAN model and identify different appropriate questions to ask to elected officials and political candidates when in class or on outside experiences.	Pro/Con discussions on issues that are taking place in the community.	Current Event Notebooks and instructions	Outside Experience Reflections
	How do the different levels of government reflect our democratic structure?	I CAN reflect on the importance of different meetings and how different governmental processes affect constituents in the community.	Attend local meetings and reflect on how these meetings affect how we as citizens interact with our government.	Outside Experience Instructions	Newspaper Article Reflections
			DBQ's on controversial issues	Levels of Government and Elected Officials Graphic Organizer	Turn and Talk on an article or current event
			Use graphic organizers to identify the people elected to the different levels of government and define the roles that they have within the government.		Gallery Walk on candidate for upcoming election.
			Pass out a list of governmental leaders for the class to identify who they are		

			and the roles that they have in the government.		
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# Robbinsville Public Schools

*Suggested timeframe: 6 weeks*

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The Election Process for the United States is the foundation for our democracy and the process on how people get elected is now more involved than ever.</li> <li>The rules for political parties in how they present information and fundraise is ever evolving with new laws being passed in election reform.</li> </ul>	<b>Essential Questions</b> <ul style="list-style-type: none"> <li>How has the the Citizens United vs. FEC decision changed campaign finance in our election system?</li> <li>Should campaigns be allowed to accept unlimited amounts of money from businesses as a campaign contributuion?</li> <li>Why do certain candidates turn to negative advertisements during their campaigns?</li> <li>How does the process of polling acquire information to be used by constituents as well as campaigns?</li> </ul>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.3.12. A.1	How do campaigns acquire the large amounts of money that they get?	I CAN interview different elected officials and reflect on the electability of that individual and question the content of their responses.	Interviews with elected officials or prospectives candidates for election	PowerPoint on Media Bias and video clips of the same guest on two different networks.	Current Events on significant political and social issues (conclusion of 200 from previous unit)
6.3.12. D.1	Should there be a limit on the amount of money that corporations or groups give to candidates in elations? What would be a fair amount?	I CAN research and justify the different choices made when selecting candidates on Election Day.	Socratic Seminars on Current Events and reflections on how these issues are affecting the constituents.	Studetns will analyze how that guest id questioned.	Outside Experiences in attending local meetings, rallies, interviews, etc.
6.3.12. D.2		I CAN differentiate between different types of bias that appear on different forms of media	Mock Election for the local, county, state, and national elections.	Election Day Ballot	
6.1.12. A.14.e	Why do campaign ads turn negative frequently during elections?	I CAN brainstorm different types of questions and experiment on which questions will create the least amount of confusion in polling.	Group collaboration on researching questions, asking questions, categorizing results and drawing conclusions from the research gathered from a class poll..	Sample Election Ballot	Guest Speaker reflection sheets and debriefs
6.1.12. A.14.g	How do questions that are asked in polls affect the outcome of the polls?	I CAN debate the need for campaign finance reform and brainstorm how the system can change	KWL on bias and what can be done to limit bias in what we read and watch.	Gallup Poll Instructions and examples	Debate on campaign finance reform
6.1.12. A.16.a	What are the most effective strategies in campaign ads or literature?	I CAN collaborate with classmates to create their own campaign advertisements that project the best message to voters.	DBQ on Citizens United vs. FEC with debate on the subject of campaign finance reform	Guest Speaker Reflection Forms	Mock election and reflection on who students voted for and why.
				Election Systems Study Guide	Group assignment on creating their own
				Citizens United vs. FEC DBQ case study	

	How can one detect bias in different forms of media?		Turn and Talk with peers on effective styles of campaign and what is most cost effective for campaigns today.	<p>Campaign Finance Reform PowerPoint</p> <p>Campaign Advertisements PowerPoint and scoring sheet</p> <p>Candidate Webpages</p>	<p>campaign advertisements</p> <p>Student reflections on limits for campaign finance reform.</p> <p>Group Gallup Polling for the entire school with breakdowns of the data collected as well as reflections on the types of questions asked.</p>
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## Robbinsville Public Schools

### Unit #3: Articles of the Constitution

*Suggested Timeframe: 6 weeks*

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The fundamentals of our governments as well as the elected officials that represent us must represent the needs of the citizens. What roles do these people have in the running of our society and the importance of elections in our society.</li> <li>Our government is built on a system of checks and balances that ensures that no one branch is greater than any other. How those checks work with each other are vital to the trust that citizens have with their government.</li> </ul>	<b>Essential Questions</b> <ul style="list-style-type: none"> <li>Why is the Legislative Branch explained in Article I?</li> <li>How do the different branches of the U.S. Government check each other?</li> <li>Why do we have the electoral college system? How does it work and why is it different from any other election?</li> <li>How does the Supremacy Clause hold the Constitution as the “Law of our Land?”</li> <li>How does the United States add states to the Union and how do they determine the number of congressmen/women when those states are added?</li> </ul>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.12. A.2.a	Why do we continue to follow the Electoral College system that we have today?	I CAN reflect on the different branches of government and explain how the system of checks and balances works.	Model close reading skills and then allow students to read and reflect on the different Articles of the Constitution	Copies of the original draft of the Preamble and the current Preamble	Articles of the Constitution Test
6.1.12. A.2.b	How is the Constitution considered the “Supreme Law of the Land?” How are the policies of the Constitution enforced?	I CAN explain the Electoral College system and how it goes about selecting our President of the United States.	Debate on the Pros and Cons of the Electoral College and if the U.S. should move towards popular vote.	Close readings for all Articles of the Constitution.	Quizzes on Articles I, II, III
6.1.12. A.2.d		I CAN brainstorm how the U.S. can reform our election system to prevent future tampering with our elections.	PowerPoint Presentations on all of the Articles to help explain how each is involved in our government.	Graphic Organizer from Facts on File on how a bill becomes a law	Reflection on which branch of government has the most strength and which one is the weakest.
6.1.12. D.2.b		I CAN model the process of how a bill becomes a law and reflect on if that process is too long to accomplish.		NYT articles on questions about filibuster rules and how they get	Debate on if the Electoral College is the correct system to select the President.
6.1.12. A.14.a	Why does Article I deal with the Legislative Branch over the Executive Branch?	I CAN compare and contrast the different branches of government to determine	KWL on the three branches and how they differ from each other.		
6.1.12. A.14.b	How do local constitutions compare				

6.1.12. A.14.c	<p>to the federal Constitution?</p> <p>How can we secure our election process with the advent of new technology in the 21st Century?</p> <p>Why is it important for elections to be secret ballot?</p> <p>What is a social contract?</p>	<p>which one has the most restrictions and which one has the most latitude for change.</p> <p>I CAN argue if the process for selection members of the Cabinet is too difficult and long.</p> <p>I CAN discover how states are added to the U.S. and what process they have to go to achieve statehood.</p> <p>I CAN compare other nations constitutions to the U.S. Constitution and reflect on how they are similar and if there are things that we need to add to ours.</p>	<p>Gallery Walk on the different branches in students own words as a review assessment.</p> <p>Interviews with elected officials about the different branches of government on a local level as well as on a national level</p>	<p>changed in the Senate.</p> <p>NJ State Constitution</p> <p>Copies of the Robbinsville Town Charter</p> <p>Other nation's constitutions to compare to the U.S. Constitution</p>	<p>Comparison on the Preamble and how it has changed from its original draft.</p> <p>Comparison of local governments and how they function compared to the federal government.</p>
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## Robbinsville Public Schools

### Unit #4: Amendments of the Constitution

*Suggested Timeframe: 6 weeks*

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• The Amendemnts of the Constitution create provide the rights and freedoms that we as citizens enjoy. It is vital to experience a true understanding of what rights our government protects.</li> <li>• The understanding of our individual rights as listed in the American Constitution is influential to the compliance and questioning of our legal and social ideals.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do the 4th, 5th, 6th, 7th, and 8th Amendments protect the rights of the accused?</li> <li>• Why are the Amendments after the Bill of Rights primarily reactionary Amendments to major events?</li> <li>• How has the First Amendment evolved throughout our history?</li> <li>• Do the Amendments to the Constitution restrict the powers of the government or expand the rights of the citizens?</li> <li>• How do the Amendments protect the rights of minorities and women?</li> </ul>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.12. A.2.a	Why are there debates over issues like gun control and free speech in our society today?	I CAN research one of the Amendments and explain different Supreme Court cases that tested the constitutionality of the Amendment.	Group Gallery Walk on the Bill of Rights and examples of how each Amendment protects rights and liberties of the citizens.	PowerPoints for the various Amendments	Amendments Pretest
6.1.12. A.2.b	How do these issues tie into our Amendments?	I CAN brainstorm different ideas for what the 28th Amendment might be.	Interview a law enforcement officer as well as a lawyer in a panel discussion about the rights of the accused and how both sides of the justice system work.	Texas vs. Johnson DBQ	Bill of Rights Quiz
6.1.12. A.2.d	Do the 4th, 5th, 6th, 7th, and 8th Amendments restrict police officer's ability to enforce the law?	I CAN collaborate with classmates on the impact the "Rights of the Accused" Amendments have on our judicial system today.	Think, Pair, Share on different current event articles that highlight different issues involving various Amendments (gun control, immigration, taxes, etc.)	Newspaper Articles for each Amendment	Amendments Test
6.1.12. D.2.b				Vice News Youtube clips on the definition of citizenship in the U.S.	Amendment Research Paper focusing on application of the Amendment and Supreme Court Cases/Laws that test the Amendment.
6.1.12. A.4.c	Is it better to proactively create Amendments or create Amendments as a reaction to something that happened? Why?	I CAN interview a law enforcement officer and a lawyer to explain how the justice system works in our community as on the federal level.	Reflection on if the Rights of the Accuseds Amedments are considered too restrictive towards law enforcement.	Amendment Research paper instructions and rubric	Gallery Walk of the Bill of Rights
6.1.12. D.6.c		I CAN debate with my classmates the different pros and cons on limiting the 2nd		Escobedo vs. Illionis, Miranda vs. Arizona, and Gideon vs. Wainwright Supreme	Guest Speaker Reflections
					Outside Experiences to courts, officer

	<p>How do the Escobedo, Gideon, and Miranda cases make up your Miranda rights?</p> <p>Is it fair for the Supreme Court to draw legal conclusions based off of what they feel their interpretations of the Constitution are?</p>	<p>Amendment and collaborate with peers on what would be an effective compromise to the debate.</p> <p>I CAN explain the reasons for lowering the voting age to 18 and the impact that it has had in our elections.</p> <p>I CAN connect free speech rights to the rights of students in school and compare how both are different.</p>	<p>Socratic Seminar on the 2nd Amendment and how far gun control laws should go.</p> <p>Debate the Pro's and Con's of taxation and the differences between a flat tax and an graduated income tax.</p>	<p>Court summaries and questions</p> <p>Guest Speaker Interview Reflection Sheets</p> <p><u>30 Days</u> video on gun control</p>	<p>interviews, or lawyer interviews</p>
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## Robbinsville Public Schools

### Unit #5: Controversial Issues

*Suggested Timeframe: 6-8 weeks*

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Controversial Issues have become more and more a part of our daily narrative. How both sides approach the argument is key to understanding and compromising on these key issues.</li> <li>With the evolution of how we receive our information, it is important to investigate all sides of controversial subjects to better understand the perspectives of all people involved with decisions. This investigation can lead to more compromise on more issues.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What are the significant social and political issues that are gripping the country at the time?</li> <li>How does the media portray different controversial subjects from a liberal and conservative perspective? How are both sides becoming more polarizing in their arguments?</li> <li>How does the county handle sensitive political and social issues like abortion, gun control, immigration, poverty, education, wage gap, and foreign policy?</li> <li>Why are congressional approval ratings so low yet re-election rates for congressman are so high?</li> <li>How have social issues evolved over time and how has the government dealt with those issues?</li> </ul>
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Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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6.1.12. B.14.a	How does the issue of pro life vs. pro choice reflect in the Constitution?	I CAN debate the issue of minimum wage in the country and compromise with peers on what that wage should be.	KWL on the issue of pro choice vs. pro life.	Roe vs. Wade DBQ and Reflection Sheet	PowerPoint Presentation on a controversial subject of the student's choosing as well as presentation of that PowerPoint to the class.
6.1.12. B.14.b	Why is immigration such a hot button issue in our society today?	I CAN research different forms of bias that appear in our media and collaborate with peers to determine a solution to how to cut back on this bias	Simulation of the immigration process including completing a version of the citizenship test that immigrants must pass to become citizens.	30 Days video on pro choice vs. pro life.	
6.1.12. B.14.c	Are the requirements for entry as an American citizen too difficult today?	I CAN identify different forms of bias that appear on all platforms of media (television, print, internet, etc.) and question their intent.	Student research and reflection on controversial issue like immigration, minimum wage, healthcare, the environment, foreign relations, etc.	Citizenship Test	Test on controversial issues.
6.1.12. C.14.a	How has our health care system changed over the last 25 years? Is it for the better now?	I CAN question the different requirements for citizens to enter the United States and debate if the system needs to be reformed.	Interview local officials on controversial social and political issues that are concerning the community and the nation in general.	30 Days video on immigration	Interviews with guest speakers with reflections on important social issues for the time.
6.1.12. C.14.c	Why are there so many people in our country in poverty? What are the factors and what can we do to help fix this problem in our country?	I CAN explore all arguments on the issue pro choice vs. pro life and justify a stance on the subject.	Read and reflect on different types of media bias that are present in our society.	Pro/Con sheet on DACA and immigration reform	Outside Experiences on attending rallies, protests, meetings, etc.
6.1.12. D.14.a	What are the pros and cons of raising the minimum wage to \$15 an hour?	I CAN brainstorm different solutions to environmental concerns that we have as a nation.	Brainstorm different strategies to end bias in our media.	Opposing editorials on the benefits and problems with our current health care system	Reflections on their personal stance on the issues using textual evidence and justifying their points with facts.
6.1.12. D.14.b	Why is the U.S. pulling out of the Paris Climate Accords a controversial move?	I CAN reflect on the course and suggest modifications that could be needed to enhance the course for future years.	PowerPoint presentations on the background of these controversial issues and historically these issues have been handled in the past.	Articles/videos showing bias in our media today.	Poster on how to help the hungry and poor in our country.
6.1.12. D.14.c				30 Days video on minimum wage and if it is enough to live off of today.	Political Spectrum survey completion and comparison with the beginning of the year.
6.1.12. D.14.d				Controversial Issues Survey	
6.1.12. D.14.e				Political Spectrum Sheets	
6.1.12. D.14.f				Guest Speaker Reflection Sheets	End our Course Reflection worksheet
6.1.12. A.16.a				Instructions for Final Controversial Issue Project and Rubric	Reflections on each student presentation, their stance on the subject, and questions

6.1.12. A.16.b				Reflection sheets for Final Project	they have for the presenter.
6.1.12. B.16.a				PowerPoint presentations on the controversial issues.	
6.1.12. D.16.a					
6.1.12. D.16.c					

### English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-[www.Duolingo.com](http://www.Duolingo.com)
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-[www.Mobymax.com](http://www.Mobymax.com)
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site<http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

## Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>