

Winslow Township School District

AP Government

Unit 1: Constitutional Underpinnings of the United States Government

Overview: The purpose of this full-year course is to give students an analytical perspective on government and politics in the United States. This unit will cover the type of government created by the Constitution, paying particular attention to federalism and separation of powers. This unit begins with the formulation and adoption of the Constitution. It will cover the doctrines and historical background to the Constitution along with key principles such as federalism, separation of powers, and the ideological and philosophical underpinnings of American Government. Finally, this section will include theories of interpretation of the Constitution including democratic theory, republicanism, pluralism and elitism.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><u>Unit 1</u></p> <p>Constitutional Underpinnings of the United States Government</p>	<p>6.1.12.Civics.PI.3.b 6.1.12.HistoryCC.2.b 6.1.12.CivicsPI.2.a 6.1.12.HistoryCC.3.d 6.1.12.Civics.PI.3.b 6.1.12.CivicsPD.2.a WHST. 11-12.2</p> <p>WIDA 1, 5</p>	<ul style="list-style-type: none"> ● Students will be able to analyze key principles such as federalism, separation of powers, and the ideological and philosophical underpinnings of American Government. ● Students will be able to analyze and interpret the constitution and theories such as democratic theory, republicanism, pluralism and elitism. 	<ul style="list-style-type: none"> ● What ideologies and philosophies guide our system of government? ● Should a government evolve its principles over time to meet the needs of its citizens? ● Is the American Government an ideal structure to reach our democratic principles? ● What is the role of the Constitution in day-to-day government operations? ● What should the role of the judicial branch be in an American Government?

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<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none">● Enlightenment thinkers such as Locke, Montesquieu, Burke, Hobbes, and Rousseau contributed greatly to the ideological and philosophical values on which our government is based.● The early presidents' individual styles and beliefs played important roles in shaping our government's culture and organization of power.● Early Supreme Court and presidential actions have had a lasting impact on the development of the United States Government. <p>Federalism, Separation of Powers, and Democratic Republicanism were the key principles influencing the creation of our government and its documents.</p>	
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Curriculum Unit 1	Performance Expectations		Pacing	
			Days	Unit Days
Unit 1: Constitutional Underpinnings of the United States Government	6.1.12.Civics.PI.3.b	Interpret key provisions of the US Constitution and how the early Supreme Court’s decisions further empowered the three branches of government.	3	30
	6.1.12.HistoryCC.2.b	Evaluate the theoretical and practical features of federalism, separation of powers, and checks and balances as they are ingrained in our system of government.	2	
	6.1.12.HistoryCC.2.b	Analyze theoretical perspectives relating to the US Constitution, such as democratic theory, theories of republican government, pluralism and elitism.	2	
	6.1.12.CivicsPI.2.a	Evaluate our nation’s willingness to abandon the Articles of the Confederation for the creation and adoption of the US Constitution.	3	
	6.1.12.CivicsPI.2.a	Analyze our nation’s founding viewpoints for the purpose of the role of the citizen in an American Republic and be able to explain if these views are still relevant in the new millennium.	3	
	6.1.12.HistoryCC.3.d	Analyze the primary source documents, “Fundamental Orders of Connecticut” and the “Articles of the Confederation” to extrapolate the fundamental values of our early American government.	2	

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	6.1.12.Civics.PI.3.b	Interpret the Supreme Court’s decision of McCulloch v. Maryland to evaluate the development of the judicial system during our “New Nation” historical period.	3	
	6.1.12.Civics.PI.3.b	Analyze, evaluate and simulate future Supreme Court hearings and decisions and their impact on our current governmental system	2	
	6.1.12.CivicsPD.2.a	Compare and contrast the Federalist vs. Anti-Federalist philosophies that were debated during the creation of our government by reading and analyzing The Federalists Papers (with focus on Madison’s and Hamilton’s contributions).	3	
	WHST. 11-12.2	Complete and successfully answer a sample free response question based on the creation of our US Constitution and the development of our system of government.	3	
	Assessment, Re-teach and Extension		4	

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Unit 1	
Core Ideas	Performance Expectations
Explain how the Supreme Court was able to empower the Federal Government and their role in interpreting the Constitution, by establishing judicial review with <i>Marbury v. Madison</i> .	6.1.12.Civics.PI.3.b Interpret key provisions of the US Constitution and how the early Supreme Court’s decisions further empowered the three branches of government.
Identifying how the practices of separation of powers, federalism, and checks and balances work within the government.	6.1.12.HistoryCC.2.b Evaluate the theoretical and practical features of federalism, separation of powers, and checks and balances as they are ingrained in our system of government.
Describe how ancient and Enlightenment ideas of democracy, republics, and pluralism work together to create our Constitution.	6.1.12.HistoryCC.2.b: Analyze theoretical perspectives relating to the US Constitution, such as democratic theory, theories of republican government, pluralism and elitism.
Identify why the nation created the Constitution rather than reform the Articles of Confederation?	6.1.12.CivicsPI.2.a Evaluate our nation’s willingness to abandon the Articles of the Confederation for the creation and adoption of the US Constitution.
Describe what type of role the founders expected citizens to have in government and how do citizens have a role in the government today.	6.1.12.CivicsPI.2.a Analyze our nation’s founding viewpoints for the purpose of the role of the citizen in an American Republic and be able to explain if these views are still relevant in the new millennium.
Identify the early American government values? How did these values influence the creation of the Articles of Confederation and various colonial governments?	6.1.12.HistoryCC.3.d Analyze the primary source documents, “Fundamental Orders of Connecticut” and the “Articles of the Confederation” to extrapolate the fundamental values of our early American government.

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Explain how the Supreme Court’s decision of McCulloch v. Maryland was able to broaden the powers of Congress and the Constitution, and how it helped establish the “necessary and proper” clause of the constitution?	6.1.12.Civics.PI.3.b Interpret the Supreme Court’s decision of McCulloch v. Maryland to evaluate the development of the judicial system during our “New Nation” historical period.
Explain how the Supreme Court through cases like Mapp v. Ohio created the Doctrine of Incorporation.	6.1.12.Civics.PI.3.b Analyze, evaluate and simulate future Supreme Court hearings and decisions and their impact on our current governmental system.
Explain how the Federalist and Anti-Federalists different in thought and practice and how the Federalist Papers influenced the ratification of the Constitution.	6.1.12.CivicsPD.2.a: Compare and contrast the Federalist vs. Anti-Federalist philosophies that were debated during the creation of our government by reading and analyzing The Federalists Papers (with focus on Madison’s and Hamilton’s contributions).

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Unit 1	
Assessment Plan	
<ul style="list-style-type: none"> ● Chapter worksheets ● Graphic Organizer ● Chapter notes ● Political Cartoons ● Section quizzes ● Unit test ● Projects ● Open-ended Questions 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Debate ● Oral Report ● Role Playing ● Think Pair Share ● Projects ● Portfolio ● Presentations ● Prezi ● Gallery Walks
Resources	Activities
<ul style="list-style-type: none"> ● O' Connor American Government: Roots and Reform 2018 ● NJ Commission on Holocaust Education ● NJ Amistad Commission Interactive Curriculum ● Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ 	<ul style="list-style-type: none"> ● Chapter Assessment Quiz ● Class Notes and Vocabulary ● Chapter and Section Guided Reading sheet ● Chapter and/or Section worksheet ● Unit Assessment Test
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

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9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint <https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Team Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: ☑ Listen to audio recordings instead of reading text ☑ Learn content from audiobooks, movies, videos and digital media instead of reading print versions ☑ Use alternate texts at lower readability level ☑ Work with fewer items per page or line and/or materials in a larger print size ☑ Use magnification device, screen reader, or Braille / Nemeth Code ☑ Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) ☑ Be given a written list of instructions ☑ Record a lesson, instead of taking notes ☑ Have another student share class notes with him ☑ Be given an outline of a lesson ☑ Be given a copy of teacher's lecture notes ☑ Be given a study guide to assist in preparing for assessments ☑ Use visual presentations of verbal material, such as word webs and visual organizers ☑ Use manipulatives to teach or demonstrate concepts ☑ Have curriculum materials translated into native language

Response accommodations: ☑ Use sign language, a communication device, Braille, other technology, or native language other than English ☑ Dictate answers to a scribe ☑ Capture responses on an audio recorder ☑ Use a spelling dictionary or electronic spell-checker ☑ Use a word processor to type notes or give responses in class ☑ Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: ☑ Work or take a test in a different setting, such as a quiet room with few distractions ☑ Sit where he learns best (for example, near the teacher, away from distractions) ☑ Use special lighting or acoustics ☑ Take a test in small group setting ☑ Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) ☑ Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: ☑ Take more time to complete a task or a test ☑ Have extra time to process oral information and directions ☑ Take frequent breaks, such as after completing a task

Scheduling accommodations: ☑ Take more time to complete a project ☑ Take a test in several timed sessions or over several days ☑ Take sections of a test in a different order ☑ Take a test at a specific time of day

Organization skills accommodations: ☑ Use an alarm to help with time management ☑ Mark texts with a highlighter ☑ Have help coordinating assignments in a book or planner

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking<input type="checkbox"/> Reading <input type="checkbox"/> Writing<input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none">● Relate to and identify commonalities in psychology studies in student’s home country● Assist with organization● Use of computer● Emphasize/highlight key concepts● Teacher Modeling● Peer Modeling● Label Classroom Materials - Word Walls	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none">● Raise levels of intellectual demands● Require higher order thinking, communication, and leadership skills● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles● Provide higher level texts● Expand use of open-ended, abstract questions● Critical and creative thinking activities that provide an emphasis on research and in-depth study● Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none">❖ Gifted Programming Standards❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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.

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Integration of Computer Science and Design Thinking NJSLS 8

8.1.12.F.1- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints..

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.