

Winslow Township School District
AP Government
Unit 4: Institutions of National Government

Overview: The purpose of this full-year course is to give students an analytical perspective on government and politics in the United States. Students become familiar with various institutions, groups, beliefs, and ideas that constitute U.S. politics. They also become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. The major goal is to ascertain the factors and influences that have an impact upon the processes that drive the operations of government. Several themes highlight the course of study: constitutional underpinnings of the United States government, political beliefs and behaviors, development of public policy, civil rights and civil liberties, and the power of political parties, interest groups and mass media.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p>Unit 4</p> <p>Institutions of National Government</p>	<p>NJSLS 6.1.5.CivicsPR.1: 6.1.12.CivicsPI.14.b 6.1.12.A.14.a 6.1.12.CivicsPR.2.a 6.1.12.CivicsPI.14.b: 6.1.12.CivicsPI.14.b: 6.1.12.CivicsPD.14.a:</p> <p>WIDA 1, 5</p>	<ul style="list-style-type: none"> ● Students will be able to analyze how The Congress, President, Bureaucracy, and Federal Courts each have independent, co-dependent, and co-equal roles in American government. ● Students will be able to understand how and why specific powers have been allocated and claimed. ● Students will be able to analyze how the functions of government can be challenged and blurred during times of crisis. 	<ul style="list-style-type: none"> ● How does Congress represent and reflect the interest and desires of the nation? ● Is Congress representative of the nation as a whole? ● What are the formal and informal powers of the presidency? ● Should the President use these powers to influence policy? ● What role should the courts play in interpreting the Constitution and implementing public policy? ● What is the evolution of the relationship between the courts and “civil rights?” ● How does the bureaucracy influence the political system?

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<i>Unit 4: Enduring Understandings</i>	<ul style="list-style-type: none">● There are both formal and informal political institutions in America. They are complex in both organization and the power they command.● The functions of the Congress, the Presidency, the federal courts and the bureaucracy are complex beyond what is outlined throughout our Constitution.● The above-mentioned institutions are separate, however, they share powers and there are implications of that arrangement on the American political system.● These institutions do not always function the way the framers of the Constitution intended.	
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Curriculum Unit 4	Performance Expectations		Pacing	
			Days	Unit Days
Unit 4: Institutions of National Government	6.1.5.CivicsPR.1:	Analyze the structure and operations of the House and Senate.	4	30
	6.1.12.CivicsPI.14.b	Debate whether or not the president is too powerful or not powerful enough in comparison to the legislative and judicial branches.	3	
	6.1.12.A.14.a	Evaluate the proper role for the judicial branch in the public policy process.	3	
	6.1.12.CivicsPR.2.a	Analyze if the courts are “guilty,” as some critics charge, of supplanting the legislative and executive branches by legislating from the bench.	4	
	6.1.12.CivicsPI.14.b:	Examine if Congress’ role in policy formulation has changed over time in relation to the other branches of government.	4	
	6.1.12.CivicsPI.14.b:	Explain how the power balances and relationships between the three branches of government may evolve gradually or change dramatically as a result of crises.	4	
	6.1.12.CivicsPD.14.a:	Analyze why the framers created a bureaucracy and determine if the current bureaus are consistent with the vision of our founding fathers.	4	
	Assessment, Re-teach and Extension		4	

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Unit 4	
Core Ideas	Performance Expectations
How congressional committees work, what a filibuster is, how a bill becomes a law, how Congress overrides a veto, and how congress checks on the other branches.	Analyze the structure and operations of the House and Senate. NJSLS 6.1.5.CivicsPR.1:
What the expressed and implied powers of the President are and how Congress and the Judicial branch check on the president and how the president is influenced by the public and how they use the veto power.	Debate whether or not the president is too powerful or not powerful enough in comparison to the legislative and judicial branches. NJSLS 6.1.12.CivicsPI.14.b
How the Judicial branch is influenced by public policy and how the Judicial branch influences the other branches	Evaluate the proper role for the judicial branch in the public policy process. NJSLS 6.1.12.A.14.a
If the Supreme Court oversteps its responsibility to try to enforce “laws” on the people, not created by the Legislative Branch.	Analyze if the courts are “guilty,” as some critics charge, of supplanting the legislative and executive branches by legislating from the bench. NJSLS 6.1.12.CivicsPR.2.a
If Congress’ political influence has increased or lessened over the years, value of incumbency, gerrymandering, and earmarks.	Examine if Congress’ role in policy formulation has changed over time in relation to the other branches of government. NJSLS 6.1.12.CivicsPI.14.b:
If a crisis forces power shifts between the branches, i.e. War Powers Act, executive order, veto	Explain how the power balances and relationships between the three branches of government may evolve gradually or change dramatically as a result of crises. NJSLS 6.1.12.CivicsPI.14.b:
What is the bureaucracy, how it works, and why it is needed to maintain the structure of a working government.	Analyze why the framers created a bureaucracy and determine if the current bureaus are consistent with the vision of our founding fathers. NJSLS 6.1.12.CivicsPD.14.a:

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Unit 4	
Assessment Plan	
<ul style="list-style-type: none"> ● Graphic Organizer Chart completion and success ● Graphic Organizer Chart completion and success ● Timeline completion and success ● Chapter and/or Section Guided Reading worksheet completion and success ● Graphic Organizer Web completion and success ● Graphic Organizer Chart completion and success ● Outline completion and success ● Graphic Organizer Chart completion and success ● Chapter and/or Section worksheet completion and success ● Unit Assessment Test 	<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 <p>https://www.nj.gov/education/standards/dei/</p>	<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">● 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.