Winslow Township School District
AP Government
Unit 6 Civil Rights and Liberties

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
Unit 6 **Civil Rights and Liberties**	WIDA 1, 5 6.1.12.CivicsHR.1, 6.1.12.HistoryCC.2.b 6.1.12.CivicsHR.1, 6.1.12.HistoryCC.2.b 6.1.12.HistoryCC.14.e, 6.1.12.HistoryCC.2.b 6.1.12.HistoryCC.2.b 6.1.12.HistoryUP.2.c 6.1.12.CivicsPR.16.a 6.3.12.HistoryCA.1 6.1.12.CivicsDP.5.a 6.1.12.CivicsDP.5.a 6.1.12.CivicsDP.13.a	Students will have an understanding of United States politics including the study and development of individual rights and liberties and their impact on citizens.	• Does "equal protection" under the law exist? • How does the national Bill of Rights apply to the states? • Should the courts "legislate from the bench?" • What constitutes free speech? Does that change during a time of crisis? • To what extent can one citizen's civil liberties infringe upon another's?

| *Unit 6 Enduring Understandings* | United States politics includes debates over individual rights and liberties and their impact on citizens. An independent judiciary is often the first source of protection that citizens have against government oppression. Judicial interpretations of various civil liberties such as freedom of speech, assembly and expression; the rights of the accused; and the rights of minority groups and women have preceded most civil rights accomplishments in American history | |

Curriculum Unit 6	Performance Expectations		Pacing	
			Days	Unit Days
Unit 6: Civil Right and Liberties	6.1.12.CivicsHR.1, 6.1.12.HistoryCC.2.b	Analyze what forms of speech are protected and what forms are not.	3	30
	6.1.12.CivicsHR.1, 6.1.12.HistoryCC.2.b	Explain how the First Amendment is affected in a time of crisis; i.e. the Patriot Act.	3	
	6.1.12.HistoryCC.14.e 6.1.12.HistoryCC.2.b	Analyze what constitutes an "establishment" in regards to religion.	2	
	6.1.12.HistoryCC.2.b	Determine the limits of "free exercise"	3	
	6.1.12.HistoryUP.2.c:	Explain procedural due process.	3	
	6.1.12.CivicsPR.16.a	Analyze if there truly is a right to privacy.	2	
	6.3.12.HistoryCA.1:	Analyze personal property rights and how that may change with regard to community interests.	3	
	6.1.12.CivicsDP.5.a	Analyze how the interpretation of the equal protection clause has changed over time.	2	
	6.1.12.CivicsDP.5.a	Analyze how the interpretation of the equal protection clause has changed over time.	2	
	6.1.12.CivicsDP.13.a	Analyze how laws like the Civil Rights Act of 1964, the Voting Rights Act of 1965 and affirmative action have influenced our understanding of the clause.	3	
	Assessment, Re-teach and Extension		4	

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Unit 6	
Core Ideas	**Performance Expectations**
The difference between freedom of expression that is protected such as black armbands to show support for a cause versus threats or blackmail.	Analyze what forms of speech are protected and what forms are not. NJSLS 6.1.12.CivicsHR.1, 6.1.12.HistoryCC.2.b:
How the US will restrict certain "freedoms" when security for the country is threatened.	Explain how the First Amendment is affected in a time of crisis; i.e. the Patriot Act. NJSLS 6.1.12.CivicsHR.1, 6.1.12.HistoryCC.2.b:
How the federal government does not put one religion over another nor does it have an established church.	Analyze what constitutes an "establishment" in regards to religion. NJSLS 6.1.12.HistoryCC.14.e, 6.1.12.HistoryCC.2.b
That "free exercise" is not universal; the government puts limits on free exercise when it endangers others.	Determine the limits of "free exercise." NJSLS 6.1.12.HistoryCC.2.b
What is the process a person goes through when they are arrested and put on trial	Explain procedural due process. NJSLS 6.1.12.HistoryUP.2.c:
What limits the government puts on privacy, especially for national security.	Analyze if there truly is a right to privacy. NJSLS 6.1.12.CivicsPR.16.a:
How a person's "personal property" is not always private when it disrupts national safety.	Analyze personal property rights and how that may change with regard to community interests. NJSLS 6.3.12.HistoryCA.1:
That over the years the 14th amendment's equal protection clause has changed and been incorporated within the states, and how it also applies to undocumented citizens	Analyze how the interpretation of the equal protection clause has changed over time. NJSLS6.1.12.CivicsDP.5.a
How the various civil rights acts have changed since the 14th amendment.	Analyze how laws like the Civil Rights Act of 1964, the Voting Rights Act of 1965 and affirmative action have influenced our understanding of the clause. NJSLS6.1.12.CivicsDP.13.a, CRP 2, RH.11.12.4

Unit 6
Assessment Plan

● 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	Alternative Assessments: ● Debate ● Oral Report ● Role Playing ● Think Pair Share ● Projects ● Portfolio ● Presentations ● Prezi ● Gallery Walks

Resources	**Activities**
● 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/	● 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	
1. Identifying similarities and differences	6. Cooperative learning
2. Summarizing and note taking	7. Setting objectives and providing feedback
3. Reinforcing effort and providing recognition	8. Generating and testing hypotheses
4. Homework and practice	9. Cues, questions, and advance organizers
5. Nonlinguistic representations	10. Manage response rates

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.

English Language Learners	Modifications for Gifted Students

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
☐ Grades 9-12 WIDA Can Do Descriptors:
    ☐ Listening ☐ Speaking
    ☐ Reading ☐ Writing
    ☐ Oral Language
Students will be provided with accommodations and modifications that may include:
● 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
	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.
	● 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
	Additional Strategies may be located at the links:
	❖ Gifted Programming Standards
	❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	❖ REVISED Bloom's Taxonomy Action Verbs

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.

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.