



# AP United States Government

Unit	Objectives	Standards	Resources
<p>Benchmarks</p>		<p><b>NJ: 2014 SLS: 21st Century Life and Careers</b>  <b>NJ: All Grades</b></p> <hr/> <p><b>Career Ready Practices</b>  <b>Career Ready Practices</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p><b>NJ: Grade 12</b>  <b>9.2 Career Awareness, Exploration, And Preparation</b>  <b>Strand C: Career Preparation</b></p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	<p><b>Midterm</b></p> <ul style="list-style-type: none"> <li>• 75 multiple choice questions covering Units 1-3</li> <li>• 3 FRQ options; students will pick one.</li> </ul> <p><b>Final</b></p> <ul style="list-style-type: none"> <li>• Released AP US Government and Politics Exam               <ul style="list-style-type: none"> <li>○ 55 College Board multiple choice questions</li> <li>○ 4 FRQs                   <ul style="list-style-type: none"> <li>▪ (1)Concept Application</li> <li>▪ (2)Quantitative Analysis</li> <li>▪ (3)Supreme Court Comparison</li> <li>▪ (4)Argumentative Essay</li> </ul> </li> </ul> </li> </ul>
<p>Amistad</p>		<p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights</b>  <b>Civil War and Reconstruction (1850-1877)</b></p> <p>6.1.12.A.4.c Judge the effectiveness of the 13th, 14th, and 15th Amendments in</p>	<p>See Unit II: Civil Liberties / Civil Rights</p>







		<p>6.1.12.D.13.b Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p> <p>6.1.12.D.13.c Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
Holocaust		<p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights</b>  <b>The Great Depression and World War II (1929-1945)</b></p> <p>6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p><b>A Half-Century of Crisis and Achievement (1900-1945)</b></p> <p>6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.</p> <p><b>D. History, Culture, and Perspectives</b>  <b>The Great Depression and World War II (1929-1945)</b></p> <p>6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of</p>	

		<p>international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.</p> <p><b>A Half-Century of Crisis and Achievement (1900-1945)</b></p> <p>6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
<p>Foundations of American Democracy</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Explore American’s attitudes toward government.</li> <li>• Describe the role of the citizen in politics.</li> <li>• Define government and forms of government.</li> <li>• Show how the America people have changed over time.</li> <li>• Analyze whether the system of government upholds American political values.</li> <li>• Describe the events that led to the Declaration of Independence</li> </ul>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 9-10</b></p> <hr/> <p><b>Reading: Literature</b>  <b>Craft and Structure</b>  <b>NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights</b>  <b>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past</b></p>	<p>Ginsberg, Benjamin, Theodore Lowi, Margaret Weir, Caroline J. Tolbert. <i>We the People</i>, 11th ed. Norton, 2017  Thomas Hobbes, excerpts from <i>Leviathan</i> (1651)</p> <p>John Locke, excerpts from <i>Two Treatises on Government</i> (1690)</p> <p>Rousseau, <i>On the Social Contract</i></p> <p>Montesquieu, excerpts from <i>The Spirit of the Laws</i> (1748)</p> <p>Virginia Declaration of Rights</p> <p>James Madison, <i>The Federalist</i> No. 10 and 51</p> <p>Brutus, <i>The Antifederalist</i> No. 1</p> <p>Articles of Confederation</p> <p>U.S. Constitution</p>



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<p>Civil Rights and Civil Liberties</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"><li>• Explain how the civil liberties included in the Bill</li></ul>	<p><b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grades 11-12</b></p> <hr/> <p><b>Speaking and Listening</b></p>	<p>Ginsberg, Benjamin, Theodore Lowi, Margaret Weir, Caroline J. Tolbert. <i>We the People</i>, 11th ed. Norton, 2017.</p>

	<p>of Rights were "nationalized" through selective incorporation.</p> <ul style="list-style-type: none"> <li>• Describe how the First Amendment protects freedom of religion.</li> <li>• Describe how the First Amendment protects free speech.</li> <li>• Explore whether the Second Amendment means people have a right to own guns.</li> <li>• Explain the major rights that people have if they are accused of a crime.</li> <li>• Assess whether people have a right to privacy under the Constitution.</li> <li>• Trace the legal developments and social movements that expanded civil rights.</li> <li>• Describe how different groups have won protection of their rights.</li> <li>• Contrast arguments for</li> </ul>	<p><b>Comprehension and Collaboration</b>  <b>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>NJ: 2014 SLS: Social Studies</b></p>	<p>EBSCO and JSTOR research on the following Supreme Court cases:</p> <ul style="list-style-type: none"> <li>• Schenck v. United States (1919) -- U2</li> <li>• Brown v. Board of Education, I (1954) (U2)</li> <li>• Baker v. Carr (1961) (U5)</li> <li>• Engel v. Vitale (1962) (U2)</li> <li>• Gideon v. Wainwright (1963) (U2)</li> <li>• Tinker v. Des Moines Independent Community School District (1969) (U2)</li> <li>• New York Times Company v. United States (1971) (U2)</li> <li>• Wisconsin v. Yoder (1972) (U2)</li> <li>• Roe v. Wade (1973) (U2)</li> <li>• Shaw v. Reno (1993) (U5)</li> <li>• United States v. Lopez (1995) (U1)</li> <li>• McDonald v. Chicago (2010) (U2, 3)</li> <li>• Citizens United v. Federal Election Commission (2010) (U5)</li> </ul> <p><i>The Case Against 8</i> - documentary</p>
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and against affirmative action.

**NJ: Grades 9-12**

**A. Civics, Government, and Human Rights**

**6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

**Colonization and Settlement (1585-1763)**

6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

**Revolution and the New Nation (1754-1820s)**

6.1.12.A.2.b Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

6.1.12.A.2.d Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

**Expansion and Reform (1801-1861)**

6.1.12.A.3.d Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

**Civil War and Reconstruction (1850-1877)**

6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.

6.1.12.A.4.c Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

**The Development of the Industrial United States (1870-1900)**

6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

**The Emergence of Modern America (1890-1930)**

6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

**The Emergence of Modern America (1890-1930)**

6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.

**The Great Depression and World War II (1929-1945)**

6.1.12.A.10.b Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.

**The Great Depression and World War II (1929-1945)**

6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.

**Postwar United States (1945 to early 1970s)**

6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

**Contemporary United States (1970-Today)**

6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to

define the rights of the individual, and evaluate the impact on public policies.

**The 20th Century Since 1945 (1945-Today)**

6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

**B. Geography, People, and the Environment**

**Contemporary United States (1970-Today)**

6.1.12.B.14.d Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.

**C. Economics, Innovation, and Technology**

**6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

**Colonization and Settlement (1585-1763)**

6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

**The Emergence of Modern America (1890-1930)**

6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

**Postwar United States (1945 to early 1970s)**

6.1.12.C.13.a Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.

**D. History, Culture, and Perspectives  
Revolution and the New Nation (1754-1820s)**

6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

6.1.12.D.2.d Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.

6.1.12.D.2.e Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

**Civil War and Reconstruction (1850-1877)**

6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.

6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

**The Emergence of Modern America (1890-1930)**

6.1.12.D.6.c Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

**The Great Depression and World War II (1929-1945)**

6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

**Postwar United States (1945 to early 1970s)**

6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

6.1.12.D.13.b Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

		<p>6.1.12.D.13.c Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.</p> <p><b>Contemporary United States (1970-Today)</b></p> <p>6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> <p><b>6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</b></p> <p>6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.</p> <p>Copyright © State of New Jersey, 1996 - 2016.  <a href="#">AP GOV INTERDISC UNIT 2.pages</a></p>	
<p>Interactions Among Branches of Government</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>Describe who serves in Congress and how they represent their constituents.</li> <li>Explain how party leadership, the committee system, the staff</li> </ul>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 11-12</b></p> <hr/> <p><b>Speaking and Listening</b>  <b>Comprehension and Collaboration</b>  <b>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</b></p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-</p>	<p>Ginsberg, Benjamin, Theodore Lowi, Margaret Weir, Caroline J. Tolbert. <i>We the People</i>, 11th ed. Norton, 2017</p> <p>David Mayhew, from <i>Congress: The Electoral Connection</i></p> <p>CATO Handbook For Policymakers, “Corporate Welfare and Earmarks”</p>

	<p>system, and caucuses help structure congressional business.</p> <ul style="list-style-type: none"> <li>• Outline the steps in the process of passing a law.</li> <li>• Analyze the factors that influence which laws Congress decides to pass.</li> <li>• Describe the oversight, "advice and consent," and impeachment powers of Congress.</li> <li>• Explain the role of the president in the American political system.</li> <li>• Outline the powers the Constitution gives the president.</li> <li>• Identify the institutional resources presidents have to help them exercise their powers.</li> <li>• Explain how modern presidents have become even more powerful.</li> <li>• Define bureaucracy and describe the basic</li> </ul>	<p>on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively,</p>	<p>Brian Friel, "Inhofe: Earmarks Are Good for Us"</p> <p>Jonathan Rauch, "Earmarks Are Good for Us"</p> <p>Charles O. Jones, "Perspectives on the Presidency," from <i>The Presidency in Separated</i></p> <p><i>System</i></p> <p>James Q. Wilson, from <i>Bureaucracy: What Government Agencies Do and Why They Do It</i></p> <p>Gerald Rosenberg, <i>The Hollow Hope: Can Courts Bring About Social Change?</i></p> <p>Antonin Scalia, "Constitutional Interpretation the Old-Fashioned Way"</p> <p>Stephen Breyer, "Our Democratic Constitution"</p> <p><b>Charts and graphs:</b></p> <p>Who are the Members of Congress?</p> <p>Who are the American Presidents?</p> <p>Who are "Bureaucrats"?</p> <p>Who are the Federal Judges?</p> <p><i>Gerrymandering</i> - documentary</p> <p><a href="#">UNIT 3.pages</a></p>
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6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.

6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

6.1.12.A.14.g Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).

**D. History, Culture, and Perspectives  
Revolution and the New Nation (1754-1820s)**

6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

**Civil War and Reconstruction (1850-1877)**

6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the

<p>American Political Ideologies and Beliefs</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>Define public opinion and identify broad types of values and beliefs Americans have about politics.</li> <li>Explain the major factors that shape specific, individual opinions.</li> <li>Describe basic survey methods and other techniques researchers use to measure public opinion.</li> <li>Analyze the relationship between public opinion and government policies.</li> <li>Describe the major types of traditional and</li> </ul>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 11-12</b></p> <hr/> <p><b>Speaking and Listening</b>  <b>Comprehension and Collaboration</b>  <b>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</b></p> <p>SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and</p>	<p>Ginsberg, Benjamin, Theodore Lowi, Margaret Weir, Caroline J. Tolbert. <i>We the People</i>, 11th ed. Norton, 2017  George Gallup, “Polling the Public,” from <i>Public Opinion in a Democracy</i></p> <p>Richard Morin, “Choice Words: If You Cant’ Understand Our Poll Questions, Then How Can We Understand Your Answers?”</p> <p>William Galston, “Telling Americans to Vote, or Else”</p> <p>Jenelle Wong, S. Karthick Ramakrishan, Taeku Lee, and Jake Dunn, from <i>Asian American Political Participation: Emerging Constituents and Their Political Identities</i></p> <p>Chandler Davison, “The Historical Context of Voter Photo-ID Laws”</p> <p>Hans von Spakovky, “Requiring Identification by Voters”</p>

	<p>online participation in politics.</p> <ul style="list-style-type: none"> <li>• Examine voter turnout in American elections.</li> <li>• Explain the factors that influence whether individuals vote or not.</li> <li>• Describe the patterns of participation among major social groups.</li> </ul>	<p>conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights</b>  <b>Contemporary United States (1970-Today)</b></p> <p>6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p> <p>6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.</p> <p>6.1.12.A.14.g Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).</p> <p><b>C. Economics, Innovation, and Technology</b>  <b>The Great Depression and World War II (1929-1945)</b></p> <p>6.1.12.C.10.b Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.</p> <p><b>D. History, Culture, and Perspectives</b></p>	<p>Edward B. Foley, “Is There a Middle Ground in the Voter ID Debate?”</p> <p><b>Charts and graphs:</b></p> <p>Who Thinks Economic Inequality is a Problem?</p> <p>Who Made up the Electorate in 2012?</p>
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		<p><b>Contemporary United States (1970-Today)</b></p> <p>6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.</p> <p>6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> <p><b>Contemporary United States (1970-Today)</b></p> <p>6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.</p> <p>Copyright © State of New Jersey, 1996 - 2016.  <a href="#">Unit 4.pages</a></p>	
<p>Political Participation and Linkage Institutions</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>Describe the role of print and broadcast media in providing political information.</li> <li>Explain how the Internet has transformed the new media.</li> <li>Describe trends in who owns mass media companies.</li> <li>Analyze the ways the media can influence public opinion and politics.</li> </ul>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 11-12</b></p> <hr/> <p><b>Reading: Informational Text</b>  <b>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p><b>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific</p>	<p>Ginsberg, Benjamin, Theodore Lowi, Margaret Weir, Caroline J. Tolbert. <i>We the People</i>, 11th ed. Norton, 2017  Markus Prior, "News v. Entertainment: How Increasing Media Choice Widens Gaps in Political Knowledge and Turnout"</p> <p>Nicol Rae, "Be Careful What You Wish For: The Rise of Responsible Parties in American National Politics"</p> <p>V.O. Key Jr., "The Voice of the People: An Echo," from <i>The Responsible Electorate</i></p> <p>David Truman, "The Alleged Mischiefs of Faction" from <i>The Governmental Process</i></p>

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<p>Public Policy</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>Identify the broad reasons government gets involved in the economy.</li> <li>Describe how the government uses monetary policy, fiscal, and regulatory policies to influence the economy.</li> <li>Explain why the government tries to balance economic prosperity with policies that protect the environment.</li> <li>Explain why economic policy is often controversial.</li> <li>Describe how education, health, and housing policies try to enable people to reach their potential.</li> <li>Explain how contributory and noncontributory programs benefit different groups of Americans.</li> <li>Explain how foreign policy is designed to</li> </ul>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 11-12</b></p> <hr/> <p><b>Writing</b>  <b>Text Types and Purposes</b>  <b>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights</b>  <b>The Emergence of Modern America (1890-1930)</b></p> <p>6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.</p>	<p>Ginsberg, Benjamin, Theodore Lowi, Margaret Weir, Caroline J. Tolbert. <i>We the People</i>, 11th ed. Norton, 2017  Timothy Noah, “Why We Can’t Ignore Growing Inequality”</p> <p>Richard A. Epstein, “Three Cheers for Income Inequality”</p> <p><i>Inequality for All</i>, documentary film, 2013</p> <p>Robert Kagan, from <i>Dangerous Nation</i></p> <p>John Rawls, <i>A Theory of Justice</i></p> <p><b>Charts and graphs:</b></p> <p>Who are the 1 Percent?</p> <p>Who Benefits from Social Programs?</p> <p>Who Serves in the US Military?</p>
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	<p>promote security, prosperity, and humanitarian goals.</p> <ul style="list-style-type: none"><li>• Identify the major players in foreign policy making and describe their roles.</li><li>• Describe the means the United States uses to carry out foreign policy.</li></ul>	<p><b>The Great Depression and World War II (1929-1945)</b></p> <p>6.1.12.A.10.b Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.</p> <p>6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.</p> <p><b>The Great Depression and World War II (1929-1945)</b></p> <p>6.1.12.A.11.a Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes during the 1920s and 1930s.</p> <p>6.1.12.A.11.b Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.</p> <p>6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p><b>Contemporary United States (1970-Today)</b></p> <p>6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.</p>	
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6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

**Contemporary United States (1970-Today)**

6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

6.1.12.A.15.e Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.

6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

**Contemporary United States (1970-Today)**

6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

**B. Geography, People, and the Environment**

**The Great Depression and World War II (1929-1945)**

6.1.12.B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.

**Postwar United States (1945 to early 1970s)**

6.1.12.B.12.a Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.

**Postwar United States (1945 to early 1970s)**

6.1.12.B.13.b Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.

**Contemporary United States (1970-Today)**

6.1.12.B.15.a Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.

**C. Economics, Innovation, and Technology  
The Development of the Industrial United States (1870-1900)**

6.1.12.C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of

expansion and recession on businesses and individuals.

**The Emergence of Modern America (1890-1930)**

6.1.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

**The Great Depression and World War II (1929-1945)**

6.1.12.C.9.a Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

6.1.12.C.9.b Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.

6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.

**The Great Depression and World War II (1929-1945)**

6.1.12.C.10.b Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

**Postwar United States (1945 to early 1970s)**

6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

**Postwar United States (1945 to early 1970s)**

6.1.12.C.13.b Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.

6.1.12.C.13.c Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).

**Contemporary United States (1970-Today)**

6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy

6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

**D. History, Culture, and Perspectives  
The Development of the Industrial United States (1870-1900)**

6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

**The Emergence of Modern America (1890-1930)**

6.1.12.D.6.b Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.

**Postwar United States (1945 to early 1970s)**

6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.

**Postwar United States (1945 to early 1970s)**

6.1.12.D.13.e Explain why the Peace Corps was created and how its role has evolved over time.

**Contemporary United States (1970-Today)**

6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.

6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.

6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities

		<p>have met their goals of equality in the workplace, politics, and society.</p> <p><b>Contemporary United States (1970-Today)</b></p> <p>6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</p> <p><b>Contemporary United States (1970-Today)</b></p> <p>6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.</p> <p>Copyright © State of New Jersey, 1996 - 2016.  <a href="#">Unit 6.pages</a></p>	

