

**FREEHOLD REGIONAL HIGH SCHOOL
DISTRICT**

**OFFICE OF CURRICULUM AND
INSTRUCTION**

**CONTEMPORARY GLOBAL ISSUES
DEPARTMENT**

HONORS POLITICAL SCIENCE

COURSE PHILOSOPHY

Students of global society must have knowledge and understanding of the foundations for interaction among various international actors. Students must also be able to apply their knowledge through analytic analysis of contemporary global issues. In addition students must be capable of the synthetic creativity that will be a prerequisite if they are to become agents of positive change in the future. The Honors Political Science course provides students with the opportunity to acquire the aforementioned foundation as well as the forum for students to exercise the necessary skills.

COURSE DESCRIPTION

Grade Level: 11

Department: CGI

Course Title: Honors Political Science

Credits: 2.5

Course Code: 23305X

BOARD OF EDUCATION INITIAL ADOPTION DATE: August 25, 2008

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Course Philosophy

Students of global society must have knowledge and understanding of the foundations for interaction among various international actors. Students must also be able to apply their knowledge through analytic analysis of contemporary global issues. In addition students must be capable of the synthetic creativity that will be a prerequisite if they are to become agents of positive change in the future. The Honors Political Science course provides students with the opportunity to acquire the aforementioned foundation as well as the forum for students to exercise the necessary skills.

The mission of this course is to provide students with a means of engaging in broad political questions such as:

- Why are some societies plagued by war and violence, while others are stable and peaceful?
- How are the values in one society passed along to new members, and why do they differ from the values in other countries?
- Why does it matter how we structure the institutions of government, limit their powers, or determine which individuals should hold public offices and exercise authority over the rest of the population?
- How do you locate legitimate sources?
- How are present events related to past events?
- What is government and what can it do?
- Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?
- What is the formal and informal relationship of the United States to other nations?
- What social, political, and economic opportunities and problems arise when cultures interact?
- What causes societies to change over time?
- How much influence do individuals have in changing history?

Course Description

The success of political processes to channel disputes in a society can play a key role in ensuring a harmonious society, while their failure can lead to frustration that boils over into revolution or chaos. An approach that examines the nature of political science, the purposes and functions of governments, the effects of political ideologies, the nature of political socialization, and constitutional governance will provide a broad context to determine how well particular government structures and processes may work, and what may be necessary to promote peace and stability in the future.

**Freehold Regional High School District
Curriculum Map**

Honors Political Science

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.2 Civics A 2,3,5 B 2,5 C 3 E 1-15	<p>Societies require rules, laws and government.</p> <p>Governments can change based on the needs of people, their society and their culture.</p> <p>Citizens can influence government in many ways if they choose to participate.</p> <p>The earth is a global community where the actions of one country can affect lives in other countries.</p> <p>The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.</p> <p>The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.</p>	<p>What is government and what can it do?</p> <p>Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?</p> <p>What are the essential concepts and terms in order to understand the nature of relationships and interactions between state actors?</p> <p>How have the basic values and principles of American democracy changed and in what ways have they been preserved?</p> <p>What is the formal and informal relationship of the United States to other nations?</p> <p>What social, political, and economic opportunities and problems arise when cultures interact?</p> <p>How does the government established by the Constitution embody the purposes, values and principles of the American dream?</p> <p>How can a government decision be based on a Constitution that does not explicitly state the answer?</p>	<p>Pre-Essay – students will write 500 words in response to: Why is the rule of law so important?</p>	<p>Class debate on the concept of limited government – Teacher will facilitate a post debate class discussion on the conclusions of students brought up in the debate to differentiate between the valid and the invalid.</p>	<p>“Constitution in Other Words” – students will paraphrase a constitution other than the American and explain how powers are shared and the impact of those relationships.</p>

**Freehold Regional High School District
Course Proficiencies and Pacing**

Honors Political Science

Unit Title	Unit Understandings	Recommended Duration
Unit # 1: Introduction to Political Science	<p>Societies require rules, laws and government. Governments can change based on the needs of people, their society and their culture. Citizens can influence government in many ways if they choose to participate. The earth is a global community where the actions of one country can affect lives in other countries. The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures. The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.</p> <p>1. Students will achieve a foundation of international political relationships and interactions that will serve as the starting point for future understandings in political science.</p>	1 week
Unit # 2 : Introduction to Governments	<p>Societies require rules, laws and government. Governments can change based on the needs of people, their society and their culture. Citizens can influence government in many ways if they choose to participate. The earth is a global community where the actions of one country can affect lives in other countries. The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures. The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.</p> <p>1. Students will develop a sophisticated understanding of the purpose of government, the functions of government, and the different governmental forms and systems in an interconnected global society.</p>	3 weeks
Unit # 3 : Political Philosophies and Ideologies	<p>Societies require rules, laws and government. Governments can change based on the needs of people, their society and their culture. Citizens can influence government in many ways if they choose to participate. The earth is a global community where the actions of one country can affect lives in other countries. The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures. The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.</p> <p>1. Students will understand different political ideologies that have emerged throughout history, and that exist today, and will be able to determine the consequences of the widespread adoption of a political ideology.</p>	2 weeks
Unit # 4 : Political Socialization	<p>Societies require rules, laws and government. Governments can change based on the needs of people, their society and their culture. Citizens can influence government in many ways if they choose to participate. The earth is a global community where the actions of one country can affect lives in other countries. The U.S. view of global issues and challenges may not be the same as the views held by other countries and</p>	2 weeks

Unit Title	Unit Understandings	Recommended Duration
	<p>cultures. The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.</p> <p>1. Students will know the factors that contribute to an individual's political socialization and the implications of political socialization regarding national and global politics.</p>	
Unit # 5 : Constitutions and Political Change	<p>Societies require rules, laws and government. Governments can change based on the needs of people, their society and their culture. Citizens can influence government in many ways if they choose to participate. The earth is a global community where the actions of one country can affect lives in other countries. The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures. The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.</p> <p>1. Students will understand the dominance of law in constitutional states and how different governments adopt different constitutions to meet their unique needs.</p>	2 weeks
Unit # 6: Executives	<p>Societies require rules, laws and government. Governments can change based on the needs of people, their society and their culture. Citizens can influence government in many ways if they choose to participate. The earth is a global community where the actions of one country can affect lives in other countries. The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures. The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.</p> <p>1. Students will understand the both the formal and informal powers of heads of state and how heads of state differ in various forms of government.</p>	2 weeks
Unit # 7: Legislatures and the Judiciary	<p>Societies require rules, laws and government. Governments can change based on the needs of people, their society and their culture. Citizens can influence government in many ways if they choose to participate. The earth is a global community where the actions of one country can affect lives in other countries. The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures. The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.</p> <p>1. Students will understand the functions of legislatures and national courts and their relationships with each other, and the executive.</p>	2 weeks
Unit # 8: The United States Constitution	<p>Societies require rules, laws and government. Governments can change based on the needs of people, their society and their culture. Citizens can influence government in many ways if they choose to participate. The earth is a global community where the actions of one country can affect lives in other countries.</p>	3 weeks

Unit Title	Unit Understandings	Recommended Duration
	<p>The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.</p> <p>The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.</p> <p>1. Students will understand the structure of the United States Constitution and how its ability to change has led to the relative stability of American Government.</p>	

Freehold Regional High School District
Honors Political Science
Unit # 1: Introduction to Political Science

Enduring Understandings: Societies require rules, laws and government.

Governments can change based on the needs of people, their society and their culture.

Citizens can influence government in many ways if they choose to participate.

The earth is a global community where the actions of one country can affect lives in other countries.

The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.

Essential Question: What are the essential concepts and terms necessary to understand the nature of relationships and interactions between state actors?

Unit Goal: Students will achieve a foundation of international political relationships and interactions that will serve as the starting point for future understandings in political science.

Duration of Unit: 1 week

NJCCCS: 6.2, 6.3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the essential concepts and terms in order to understand the nature of relationships and interactions between state actors?</p> <p>How are the themes of political science manifested in different international states?</p>	<p>Students will understand the following introductory concepts: politics, power, coercion, persuasion, influence, legitimacy, authority, acquiescence.</p> <p>Global actors are guided by the fundamental political science concepts in unique ways.</p>	<p>Introductory Political Science key concepts defined http://www.sfu.ca/~aheard/100/100_lcs.html</p> <p>Political Science Links http://www2.hawaii.edu/~fredr/sites.htm#ps</p>	<p>Teacher direct instruction of key concepts.</p> <p>Teacher-facilitated class discussion on the relationships between the identified key concepts.</p> <p>Cooperative learning activities.</p> <p>Research, public speaking.</p>	<p><u>Diagnostic:</u> In groups students will answer the question: “What is Political Science?” and present their conclusions.</p> <p><u>Formative:</u> Teacher will ask the students to correct each other’s preparation work when applying concepts to a country of their choosing.</p> <p><u>Summative:</u> Student essay that requires their successful integration of unit key concepts. Key concepts will be applied to a specific state of their choosing.</p>

Suggestions for Differentiated Instruction:

- Utilize the appropriate technology to appeal to the various learning styles.
- Obtain copies of the textbook on CD for those students who are auditory learners.
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

Freehold Regional High School District
Honors Political Science
Unit # 2: Introduction to Governments

Enduring Understandings: Societies require rules, laws and government.

- Governments can change based on the needs of people, their society and their culture.
- Citizens can influence government in many ways if they choose to participate.
- The earth is a global community where the actions of one country can affect lives in other countries.
- The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.
- The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.

Essential Questions: What is government and what can it do?

- Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?
- How have the basic values and principles of American democracy changed and in what ways have they been preserved?

Unit Goal: Students will develop a sophisticated understanding of the purpose of government, the functions of government, and the different governmental forms and systems in an interconnected global society.

Duration of Unit: 3 weeks

NJCCCS: 6.2 Civics A 2,3,5 B 2,5 C 3 E 1-15

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the functions and purposes of government?</p> <p>What are the different forms of government that have existed throughout the course of history and what conclusions can be drawn about those government forms?</p> <p>What are the different systems of government that have existed throughout the course of history and what conclusions can be drawn about those government systems?</p> <p>How does a presidential system differ from a parliamentary system?</p> <p>What is the relationship between nation and state? How are these two related to domestic political stability?</p>	<p>Students will know the functions and purposes of government's existence.</p> <p>Students will be able to differentiate between different forms of government including monarchy, republican, and totalitarian.</p> <p>Students will understand the differences between, and the significance of the differences between unitary systems, federal systems, and confederal systems.</p> <p>Students will be able Compare and contrast Presidential and Parliamentary forms of government.</p> <p>Students will draw distinctions between: government, state, nation, and nation-state.</p>	<p>Winners, Losers, and Attitudes about Government in Contemporary Democracies by Christopher Anderson</p> <p>Government Type and Conflict Initiation in Parliamentary Systems by Michael Ireland</p> <p>Are All Semi-Presidential Regimes the Same? A Comparison of Premier-Presidential Regimes by Steven Roper</p> <p>Comparative Dynamics of Parliamentary Governments by David Baron</p> <p>The Parliamentary and Presidential Systems by Don K Price</p> <p>The Paradox of Parliamentary Supremacy by Peter Lindseth</p>	<p>Create an online forum for student participation in a class discussion on the functions of government</p> <p>Direct instruction on the different forms of government.</p> <p>Class debate on the benefits of a presidential system over a parliamentary system.</p> <p>Multi-media presentations on topics under study.</p>	<p><u>Diagnostic:</u> Students will complete a unit multiple choice exam. The exam resembles the actual unit exam for this unit and will be used to determine what they already know.</p> <p><u>Formative:</u> Student essays in response to: What are the consequences of the adoption of 1 form of government over the others? Teacher will check for understanding and provide feedback on student work.</p> <p><u>Summative:</u> Unit Exam – multiple choice and essay</p>

Suggestions for Differentiated Instruction:

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- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

Freehold Regional High School District
Honors Political Science
Unit # 3: Political Philosophies and Ideologies

Enduring Understandings: Societies require rules, laws and government.

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The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.

Essential Questions: How have the basic values and principles of American democracy changed and in what ways have they been preserved?

What is the formal and informal relationship of the United States to other nations?

What social, political, and economic opportunities and problems arise when cultures interact?

Unit Goal: Students will understand different political ideologies that have emerged throughout history, and that exist today, and will be able to determine the consequences of the widespread adoption of a political ideology.

Duration of Unit: 2 weeks

NJCCCS: 6.2 Civics A 2,3,5 B 2,5 C 3 E 1-15

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the impact of political ideology on political systems?</p> <p>How have the classical forms of central ideologies shaped political history?</p> <p>What forms of government emerged in the twentieth century that has significant consequences on the course of modern world history?</p> <p>How does political culture impact institutions, decisions, and policies?</p>	<p>Students will know that ideology is a key concept that shapes political systems.</p> <p>Students will understand the classical forms of central ideologies.</p> <p>Students will know the essence of the governments that gained importance in the twentieth century.</p> <p>Students will understand that political culture has a significant impact on institutional structures in political system, the decision-making processes in those institutions, and the kinds of policy issues at stake.</p>	<p>Political Culture Revisited by Lucian Pye</p> <p>Ideological Identification and Issue Attitudes by William G. Jacoby</p> <p>Racism and Fascism by Toni Morrison</p> <p>The Appeals of Communism in Asia by William Johnstone</p>	<p>Teacher direct instruction.</p> <p>Teacher guidance in effective PowerPoint creation.</p> <p>Teacher guidance on finding good resources and integrating them into a research paper.</p> <p>Class discussions.</p> <p>Online forums</p> <p>Role Play, simulations.</p> <p>Peer and team teaching.</p> <p>Guest speakers.</p>	<p><u>Diagnostic:</u> Pre Test – students will be given a list of statements such as “I believe in a woman’s right to choose” and will be asked to identify the statement as liberal or conservative.</p> <p><u>Formative:</u> Students create PowerPoint presentations of the outlines for their summative papers and their peers will critically evaluate their findings.</p> <p><u>Summative:</u> Students will research and write a 1200 word paper on a 20th century government and its impact on institutions, decisions, culture, and policies.</p>

Suggestions for Differentiated Instruction:

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- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

Freehold Regional High School District
Honors Political Science
Unit # 4: Political Socialization

Enduring Understandings: Societies require rules, laws and government.

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The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.

Essential Questions: How have the basic values and principles of American democracy changed and in what ways have they been preserved?

What is the formal and informal relationship of the United States to other nations?

What social, political, and economic opportunities and problems arise when cultures interact?

Unit Goal: Students will know the factors that contribute to an individual’s political socialization and the implications of political socialization regarding national and global politics.

Duration of Unit: 2 weeks

NJCCCS: 6.2 Civics A 2,3,5 B 2,5 C 3 E 1-15

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is meant by political identity and how does political identity lead to identity politics?</p> <p>Through what agents does political socialization occur?</p> <p>How do different attitudes towards events and beliefs shape individual worldviews?</p> <p>How doe differing political attitudes shape citizen participation in democratic politics?</p>	<p>Students will understand the nature of political identity and identity politics.</p> <p>Students will know that political socialization occurs through many agents.</p> <p>Students will know that there are three types of attitudes we hold towards events and beliefs: affective, cognitive, and evaluative.</p> <p>Students will know that three attitudes structure citizen participation in democracies: political trust, political alienation, and political efficacy.</p>	<p>Authoritarianism and Political Socialization in the Context of the Arab-Israeli Conflict by Shira Tibon</p> <p>Parental Socialization and Rational Party Identification by Christopher H. Achen</p> <p>The Many Faces of Social Identity: Implications for Political Psychology by Marilyn Brewer</p> <p>Multiculturalism , Political Correctness, and the Politics of Identity by Martin E. Spencer</p>	<p>Teacher direct instruction.</p> <p>Teacher guidance in effective online communication.</p> <p>Teacher-facilitated class discussion on the relationships between the identified key concepts</p> <p>Class team debates on the agents of political socialization.</p> <p>Graphic organizers.</p> <p>Peer Editing.</p> <p>Performance Assessments.</p> <p>Skits, role plays, simulations.</p>	<p><u>Diagnostic:</u> Students will be asked to identify their “core” political beliefs and then identify what they think was the origin of those beliefs.</p> <p><u>Formative:</u> Students will post conclusions regarding how different political attitudes shape worldviews. The teacher will reply to online posts to redirect misguided/incorrect posts.</p> <p><u>Summative:</u> In groups, students will create multimedia presentations demonstrating how differing political attitudes shape citizen participation in democratic politics.</p>

Suggestions for Differentiated Instruction:

- Utilize the appropriate technology to appeal to the various learning styles.
- Obtain copies of the textbook on CD for those students who are auditory learners.
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

Freehold Regional High School District
Honors Political Science
Unit # 5: Constitutions and Political Change

Enduring Understandings: Societies require rules, laws and government.

Governments can change based on the needs of people, their society and their culture.

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The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.

Essential Questions: Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?

How have the basic values and principles of American democracy changed and in what ways have they been preserved?

What is the formal and informal relationship of the United States to other nations?

What social, political, and economic opportunities and problems arise when cultures interact?

How does the government established by the Constitution embody the purposes, values and principles of the American dream?

How can a government decision be based on a Constitution that does not explicitly state the answer?

Unit Goal: Students will understand the dominance of law in constitutional states and how different governments adopt different constitutions to meet their unique needs.

Duration of Unit: 2 weeks

State Standards: 6.2 Civics A 2,3,5 B 2,5 C 3 E 1-15

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the essence of constitutional government?</p> <p>What concepts are fundamental to constitutional government?</p> <p>What are the distinct powers and functions of the branches of government?</p> <p>How does separation of powers differ from fusion of powers?</p> <p>Does the principle of limited government create a dilemma for those governing?</p>	<p>Students will define and understand: constitution, constitutionalism, constitutional conventions, flexible constitution, limited government, rigid constitution, rule of law, unwritten constitution, and written constitution.</p> <p>Students will know the distinctions between legislative, executive, and judicial functions of government.</p> <p>Students will discover the difference between separation of powers and fusion of powers.</p> <p>Students will appreciate that an important dilemma for political systems that wish to uphold the principle of limited government is how to do it.</p>	<p>Continuity and Change in the Constitutional Experience of the German Jews by Alan Mittlemen</p> <p>Constitutions and Economic Policy by Torsten Person</p> <p>Limited Government, and Incoherent Concept by Steven Kelman</p> <p>The New Separation of Powers by Bruce Ackerman</p> <p>Considering “Power” in Separation of Power by Samuel Cooper</p> <p>What if anything is Wrong with Big Government by Richard Rose</p>	<p>Teacher direct instruction.</p> <p>Teacher-facilitated class debate and follow up discussion on the relationships between limited government and national security.</p> <p>Graphic organizers.</p> <p>Debates.</p> <p>Reflection journals.</p> <p>Multi-Media presentations.</p> <p>Skits and role play activities.</p> <p>Mini Performance Assessments.</p>	<p><u>Diagnostic:</u> Pre-Essay – students will write 500 words in response to: Why is the rule of law so important?</p> <p><u>Formative:</u> Class debate on the concept of limited government – Teacher will facilitate a post debate class discussion on the conclusions of students brought up in the debate to differentiate between the valid and the invalid.</p> <p><u>Summative:</u> “Constitution in Other Words” – students will paraphrase a constitution other than the American and explain how powers are shared and the impact of those relationships.</p>

Suggestions for Differentiated Instruction:

- Utilize the appropriate technology to appeal to the various learning styles.
- Obtain copies of the textbook on CD for those students who are auditory learners.
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District
Honors Political Science
Unit # 6: Executives**

Enduring Understandings: Societies require rules, laws and government.

Governments can change based on the needs of people, their society and their culture.

Citizens can influence government in many ways if they choose to participate.

The earth is a global community where the actions of one country can affect lives in other countries.

The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.

Essential Questions: How have the basic values and principles of American democracy changed and in what ways have they been preserved?

Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?

Unit Goal: Students will understand the both the formal and informal powers of heads of state and how heads of state differ in various forms of government.

Duration of Unit: 2 weeks

NJCCCS: 6.2 Civics A 2,3,5 B 2,5 C 3 E 1-15

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the elements of the executive branch and how do they affect leadership?</p> <p>What are the differences between Heads of State, and Heads of Government?</p> <p>What is the role of the bureaucracy and how does the bureaucracy fulfill its role?</p> <p>How is a president similar to and different from a prime minister?</p>	<p>Students will demonstrate an appreciation for the three elements of the executive branch: symbolic, political, and permanent.</p> <p>Students will be able to explain the difference between the Head of State and the Head of Government.</p> <p>Students will understand the functions of the bureaucracy, and the organization of the bureaucracy.</p> <p>Students will compare and contrast parliamentary and presidential forms of government: with respect to the head of state.</p>	<p>Executive Orders and Presidential Power by Kenneth Mayer</p> <p>Executive Decision Making by Doris Graber</p>	<p>Teacher direct instruction through Microsoft PowerPoint presentation.</p> <p>Critical news analysis of several reports on various executives around the globe and how they wield power.</p> <p>Class discussion? The positives and the negatives of the bureaucracy.</p>	<p><u>Diagnostic:</u> Online pre-unit post in response to: In what ways does an executive wield power?</p> <p><u>Formative:</u> Students will continually add to their diagnostic posts as they discover more about the executive throughout the unit.</p> <p><u>Summative:</u> Essay: compare and contrast a president and a prime minister in terms of the formal and informal powers of each.</p>

Suggestions for Differentiated Instruction:

- Utilize the appropriate technology to appeal to the various learning styles.
- Obtain copies of the textbook on CD for those students who are auditory learners.
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles

**Freehold Regional High School District
Honors Political Science
Unit # 7: Legislatures and the Judiciary**

Enduring Understandings: Societies require rules, laws and government.

Governments can change based on the needs of people, their society and their culture.

Citizens can influence government in many ways if they choose to participate.

The earth is a global community where the actions of one country can affect lives in other countries.

The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.

Essential Questions: How have the basic values and principles of American democracy changed and in what ways have they been preserved?

Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?

Unit Goal: Students will understand the functions of legislatures and national courts and their relationships with each other, and the executive.

Duration of Unit: 2 weeks

NJCCCS: 6.2 Civics A 2,3,5 B 2,5 C 3 E 1-15

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the legitimate functions of national legislatures?</p> <p>What factors can limit, or enhance the effectiveness of legislatures?</p> <p>What are the legitimate functions of the courts?</p> <p>Should courts be empowered with the power of judicial review?</p>	<p>Students will determine the functions of legislatures.</p> <p>Students will understand the factors limiting the effectiveness of legislatures.</p> <p>Students will understand the nature of, and the relationships between the essential concepts to understanding legislatures.</p> <p>Students will determine the functions of the courts.</p> <p>Students will examine the principal of judicial review and develop an appreciation. for its critical role.</p>	<p>Varieties of Parliamentaryism in the Advanced Industrial Democracies by Alan Siaroff</p> <p>Legislatures and Political Stability an Exploratory Analysis by William Mishler</p> <p>Legislatures Rational Systems or Rational Myths by Nancy Shulock</p> <p>The Relationship Between Independence and Judicial Review in Post-Communist Courts by Erik Herron</p> <p>Building Institutional Legitimacy the Role for Procedural Justice by Vanessa Baird</p>	<p>Teacher direct instruction through Microsoft PowerPoint presentation.</p> <p>Socratic method to guide students toward reaching necessary unit conclusions.</p> <p>Facilitation of peer editing.</p> <p>Facilitation of student research.</p>	<p><u>Diagnostic:</u> Anticipatory Set: In what ways can legislatures and courts check the powers of an executive?</p> <p><u>Formative:</u> Peer reviews of student rough drafts.</p> <p><u>Summative:</u> Write 800 words on a national legislature and the factors that enhance, and limit its effectiveness.</p>

Suggestions for Differentiated Instruction:

- Utilize the appropriate technology to appeal to the various learning styles.
- Obtain copies of the textbook on CD for those students who are auditory learners.
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District
Honors Political Science
Unit # 8: The United States Constitution**

Enduring Understandings: Societies require rules, laws and government.

Governments can change based on the needs of people, their society and their culture.

Citizens can influence government in many ways if they choose to participate.

The earth is a global community where the actions of one country can affect lives in other countries.

The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.

Essential Questions: How does the government established by the Constitution embody the purposes, values and principles of the American dream?

How can a government decision be based on a Constitution that does not explicitly state the answer?

Unit Goal: Students will understand the structure of the United States Constitution and how its ability to change has led to the relative stability of American Government.

Duration of Unit: 3 weeks

NJCCCS: 6.2 C 1-6

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the fundamental principles underlying the United States Constitution?</p> <p>With what purpose(s) in mind did the framers draft the US Constitution?</p> <p>How does the US Constitution balance powers?</p> <p>What is meant when the US Constitution is referred to as a “living document”?</p> <p>What is the significance of the bill of rights in the US Constitution?</p>	<p>Students will understand the basic principles of the United States Constitution.</p> <p>Students will know the purpose of the framers in drafting the US Constitution.</p> <p>Students will understand how the powers of government are shared and balanced.</p> <p>Students will know how the US Constitution represents a living document.</p> <p>Students will appreciate the importance of the bill of rights.</p>	<p>The United States Constitution as an Incomplete Text by Donald Lutz</p> <p>Liberalism, Republicanism, and the Constitution by Richard Sinopoli</p> <p>Evolution of the Constitution by Norman Schofield</p> <p>Why the Constitution? by Arthur Ballantine</p> <p>The Constitution http://www.law.cornell.edu/constitution/</p>	<p>Teacher direct instruction.</p> <p>Socratic method to guide students toward reaching necessary unit conclusions.</p> <p>Facilitation of peer editing.</p> <p>Facilitation of student research.</p> <p>Class discussions.</p> <p>Online forums</p> <p>Performance Assessments.</p> <p>Write and perform a docu-drama.</p> <p>Simulations, role plays.</p> <p>Artistic representations.</p>	<p><u>Diagnostic:</u> Citizenship Pre-Test. Students will take the portion of INS citizenship test dealing with the US constitution to test their knowledge.</p> <p>Formative:</p> <p><u>Summative:</u> 1200 word paper on the system of checks and balances in action. Research will require identification, explanation, and analysis of historical examples.</p>

Suggestions for Differentiated Instruction:

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- Obtain copies of the textbook on CD for those students who are auditory learners.
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.