

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

**LAW AND PUBLIC SERVICE SPECIALIZED
LEARNING CENTER**

HONORS CIVITAS

COURSE PHILOSOPHY

Founded on the principles of democracy and equality, our American political system has undergone many changes since the 18th century. Despite constant challenges, our system has endured. Key to active civic participation is an understanding of this evolution.

COURSE DESCRIPTION

Grade Level: 10

Department: Law and Public Service
Specialized Learning
Center

Course Title: Civitas (Honors)

Credits: 5

Course Code: 220750

BOARD OF EDUCATION INITIAL ADOPTION DATE: AUGUST 30, 2010

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Philosophy

Founded on the principles of democracy and equality, our American political system has undergone many changes since the 18th century. Despite constant challenges, our system has endured. Key to active civic participation is an understanding of this evolution.

Course Description

Students will examine our U.S. Constitution as the most legitimate source of political authority in our nation, looking at how this document has been reinterpreted over time. Central to this discovery is the analysis of American political culture, and the purpose and function of our three federal branches. In addition, students will look to our state and local governments to better understand how power is divided within our federalist system. Also, this course prepares students to take the Advanced Placement American Government and Politics Exam.

**Freehold Regional High School District
Curriculum Map
Course Name: Civitas (Honors)**

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1.12.A.1.a, 6.1.12.A.2.a-d, &f, 6.1.12.A.10 b &c, 6.1.12.A.14.a&h 6.1.12.C.9.a,	Founded on the principles of liberty, our Constitution provides the source of legitimate political authority in the United States.	Why did certain controversies fuel debate at the Constitutional Convention? Why do we consider the Constitution to be a “living” document? Unique to the United States, how and why has the federalist system evolved since our Founding?	Pretest Anticipatory Set Questions	Vocabulary Checks Reading Checks Discussion Questions Group Work	Multiple Choice Test Free Response Questions Graded Discussion Performance Assessments Debates Projects
6.1.12.A.2.f, 6.1.12.A.14.c-e&g, 6.1.12.C.10.c, 6.1.12.C.14.b&c, 6.1.12.D.14.e	American political culture has been shaped by diverse forces, institutions, and practices, present within our nation.	What sociological forces affect the political ideologies of Americans? How does the electoral system shape political culture? Why should civic participation be important to all Americans?	Pretest Anticipatory Set Questions	Vocabulary Checks Reading Checks Discussion Questions Group Work	Multiple Choice Test Free Response Questions Graded Discussion Performance Assessments Debates Projects
6.1.12.A.2.e, 6.1.12.A.3.g, 6.1.12.A.14.b&f 6.1.12.A.12.b 6.1.12.D.6.b	Each subject to checks and balances, the legislative, executive, and judicial branches of government work to uphold the principles defined in our Constitution.	What motivated the Founders to delegate certain responsibilities to specific branches of government? How and has the “necessary and proper” clause changed these responsibilities over time? What has caused the growth of the federal bureaucracy? Have separation of powers been effective in stabilizing the distribution of powers between the three branches?	Pretest Anticipatory Set Questions	Vocabulary Checks Reading Checks Discussion Questions Group Work	Multiple Choice Test Free Response Questions Graded Discussion Performance Assessments Debates Projects
6.1.12.A.4.b, d, 6.1.12.A.5.c, 6.1.12.A.13.b, 6.1.12.D.13.a&c, 6.1.12.D.14.d	The United States Constitution has been clarified through policy creation and case law, to protect the liberties and rights of all citizens.	How has judicial review served such an important role in the clarification of civil liberties for all Americans? How have the courts used the 14 th Amendment and the commerce clause to clarify issues involving civil rights and civil liberties? What social forces surrounded the Civil Rights Movement for African Americans and other minority groups? Which groups within society have yet to achieve equality? What can we predict for the future of these groups?	Pretest Anticipatory Set Questions	Vocabulary Checks Reading Checks Discussion Questions Group Work	Multiple Choice Test Free Response Questions Graded Discussion Performance Assessments Debates Projects

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1.12.A.12.c, 6.1.12.A.14.c&d, 6.1.12.B.13.b, 6.1.12.C.14.a&d 6.1.12.D.11.e, 6.1.12.D.14.a&b	Political, social, economic, and diplomatic policies have shaped the lives of all Americans.	How have societal forces influenced policy making decisions throughout our history? What has necessitated the creation of so many new policies throughout the 20 th and 21 st centuries? What policies do you see evolving in the near future? What would/could spark this evolution?	Pretest Anticipatory Set Questions	Vocabulary Checks Reading Checks Discussion Questions Group Work	Multiple Choice Test Free Response Questions Graded Discussion Performance Assessments Debates Projects
6.1.12.A.2.c, 6.1.12.B.14.a-d	Diverse and densely populated, the political climate of New Jersey is subject to various ideological forces.	Demographically, how does New Jersey vary from region to region? How does this affect political decisions? How are state, county, and local governments structured? What powerful interests influence policy statewide and locally? What concerns New Jersey voters the most? Why? How can the economic future of New Jersey be improved for future generations?	Pretest Anticipatory Set Questions	Vocabulary Checks Reading Checks Discussion Questions Group Work	Multiple Choice Test Free Response Questions Graded Discussion Performance Assessments Debates Projects

**Freehold Regional High School District
Course Proficiencies and Pacing
Civitas (Honors)**

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: The Foundations of Our American Political System	<p>Founded on the principles of liberty, our Constitution provides the source of legitimate political authority in the United States.</p> <p>Students will be able to trace the creation of our Constitution and examine how the implications of this system affected politics then and now.</p>	4 Weeks
Unit #2: American Political Culture	<p>The American political culture has been shaped by diverse forces, institutions, and practices, present within our nation.</p> <p>Students will be able to examine what drives Americans to adopt a certain political ideology. Students will be able to analyze the steps taken to promote these ideologies within our governmental system through party involvement, elections, and media coverage.</p>	6 Weeks
Unit #3: The Institutions of Government	<p>Each subject to checks and balances, the legislative, executive, and judicial branches of government work to uphold the principles defined in our Constitution.</p> <p>Students will be able to examine the Founders intentions for these three branches, discuss the evolution of each branch, and what has necessitated this change of power and responsibility.</p>	12 Weeks
Unit #4: Civil Rights and Civil Liberties	<p>The United States Constitution has been clarified through policy creation and case law, to protect the liberties and rights of all citizens.</p> <p>Students will be able to examine the social and judicial struggle to achieve equal rights for all through exploration of the Bill of Rights and subsequent amendments.</p>	3 Weeks
Unit #5: Public Policy	<p>Political, social, economic, and diplomatic policies have shaped the lives of all Americans.</p> <p>Students will be able to analyze the time period leading up to, purpose, and evolution of key public policy issues present throughout 20th and 21st century America.</p>	3 Weeks
Unit #6: State and Local Government	<p>Diverse and densely populated, the political climate of New Jersey is subject to various ideological forces.</p> <p>Students will be able to develop an understanding of New Jersey politics from the local to the state level. They will be able to compare this structure and function to states in the region.</p>	6 Weeks

**Freehold Regional High School District
Civitas (Honors)
Unit #1: The Foundations of Our American Political System**

Enduring Understanding: Founded on the principles of liberty, our Constitution provides the source of legitimate political authority in the United States.

Essential Questions: Why did certain controversies fuel debate at the Constitutional Convention?

Why do we consider the Constitution to be a “living” document?

Unique to the United States, how and why has the federalist system evolved since our Founding?

Unit Goal: Students will be able to trace the creation of our Constitution and examine how the implications of this system affected politics then and now.

Duration of Unit: 4 Weeks

NJCCCS: 6.1.12.A.1.a, 6.1.12.A.2.a-d& f, 6.1.12.A.10 b & c, 6.1.12.A.14.a& h, 6.1.12.C.9.a

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What forces led to the creation of our Constitution?</p> <p>What central problems existed in framing our Constitution?</p> <p>What interests motivated the interests of the Federalists and the Antifederalists?</p> <p>What has caused dual federalism to be replaced by cooperative federalism, and how has this change shaped our nation?</p>	<p>Content/Skills: Influence of Enlightenment Problems with the Articles of Confederation Virginia and New Jersey Plan Connecticut and 3/5's Compromise <i>Federalist 10 and 51</i> <i>McCulloch v. Maryland</i> Necessary and proper clause Bill of Rights Federalism Grants-in-Aid System</p>	<p>Textbook</p> <p>Primary Source Material</p> <p>Internet</p> <p>Newspapers</p> <p>Magazines</p> <p>Political Television Programs</p>	<p>Constitutional Convention Role Play</p> <p>Federalist/Antifederalist Debate</p> <p>Growth of the federal government timeline creation</p> <p>“What would the founders do?” Response to current issues</p> <p>Grants-In-Aid at work in our local communities research project</p> <p>Discuss current mandates</p>	<p>Reading Checks</p> <p>Multiple Choice Tests</p> <p>Free Response Questions</p> <p>Discussion Participation</p> <p>Debates</p> <p>Projects</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Civitas (Honors)
Unit #2: American Political Culture**

Enduring Understanding: The American political culture has been shaped by diverse forces, institutions, and practices, present within our nation.

Essential Questions: What sociological forces affect the political ideologies of Americans?
How does the electoral system shape political culture?
Why should civic participation be important to all Americans?

Unit Goals: Students will be able to examine what drives Americans to adopt a certain political ideology.
Students will be able to analyze the steps taken to promote these ideologies within our governmental system through party involvement, elections, and media coverage.

Duration of Unit: 6 weeks

NJCCCS: 6.1.12.A.2.f, 6.1.12.A.14.c-e& g, 6.1.12.C.10.c, 6.1.12.C.14.b&c, 6.1.12.D.14.e

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What does the political spectrum look like in our country today? Why do most Americans classify themselves as moderates? How are elections won and lost in the United States? What initiatives have been created to enhance political participation? Has there been resistance towards these initiatives? Have they been successful? How has the evolution of media technology changed the way Americans think about politics?	Content/Skills: Difference between political culture and a political ideology Difference between liberals and conservatives Difference between primary and general elections Evolution of political parties Campaign Finance Effect of politics on the Media	Textbook Primary Source Material Internet Newspapers Magazines Political Television Programs	Political Ideology Quiz Creation of a political spectrum based on the opinions of those in the classroom Voter Interviews Debate initiatives such as Motor Voter Television/Documentary Analysis Mock Campaign Management Activity	Reading Checks Multiple Choice Tests Free Response Questions Discussion Participation Debates Projects Media Portfolio

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**Freehold Regional High School District
Civitas (Honors)**

Unit #3: Institutions of Government

Enduring Understanding: Each subject to checks and balances, the legislative, executive, and judicial branches of government work to uphold the principles defined in our Constitution.

Essential Questions: What motivated the Founders to delegate certain responsibilities to specific branches of government?
How and has the “necessary and proper” clause changed these responsibilities over time?
What has caused the growth of the federal bureaucracy?
Have separation of powers been effective in stabilizing the distribution of powers between the three branches?

Unit Goal: Students will be able to examine the Founders intentions for these three branches, discuss the evolution of each branch, and what has necessitated this change of power and responsibility.

Duration of Unit: 12 weeks

NJCCCS: 6.1.12.A.2.e, 6.1.12.A.3.g, 6.1.12.A.14.b& f, 6.1.12.A.12.b, 6.1.12.D.6.b

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How is each branch of government structured? Has this structure been changed since our Founding? How and why?</p> <p>Why is Congress is sometimes referred to as the “broken” branch? What would be our Founders response to current Congressional controversies?</p> <p>How have 20th century presidents shaped the executive branch?</p> <p>Is the Supreme Court insulated from public opinion?</p>	<p>Content/Skills:</p> <p>Article I, II, and III of the Constitution</p> <p>The President’s Cabinet and Executive Office</p> <p>Give contemporary examples of divided government and how it has caused policy gridlock</p> <p>Incumbency advantages</p> <p>Analyze differences between Congressional and Presidential Elections</p> <p>Executive Privilege</p> <p>The War Powers Resolution</p> <p><i>Marbury v. Madison</i></p> <p>The dual court system</p> <p>Trace the process of:</p> <p>How a bill becomes a law</p> <p>How a case gets heard by the Supreme Court</p> <p>Structure of the federal bureaucracy</p>	<p>Textbook</p> <p>Primary Source Material</p> <p>Internet</p> <p>Newspapers</p> <p>Magazines</p> <p>Political Television Programs</p>	<p>Debate: Should Congress be limited to a fixed number of terms in office?</p> <p>20th Century Presidents Museum Curation</p> <p>Research modern day iron triangles and how this relationship has changed policy</p> <p>Discuss the Supreme Court’s schedule for this year and what/why certain cases are being heard</p>	<p>Reading Checks</p> <p>Multiple Choice Tests</p> <p>Free Response Questions</p> <p>Discussion Participation</p> <p>Debates</p> <p>Projects</p>

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**Freehold Regional High School District
Civitas (Honors)**

Unit #4: Civil Rights and Civil Liberties

Enduring Understanding: The United States Constitution has been clarified through policy creation and case law, to protect the liberties and rights of all citizens.

Essential Questions: How has judicial review served an important role in the clarification of civil liberties for all Americans?

How have the courts used the 14th Amendment and the commerce clause to clarify issues involving civil rights and civil liberties?

What social forces surrounded the Civil Rights Movement for African Americans and other minority groups?

Which groups within society have yet to achieve equality? What can we predict for the future of these groups?

Unit Goal: Students will be able to examine the social and judicial struggle to achieve equal rights for all, and incorporate liberties into state policy, through exploration of the Bill of Rights and subsequent amendments

Duration of Unit: 3 Weeks

NJCCCS: 6.1.12.A.4.b, d, 6.1.12.A.5.c, 6.1.12.A.13.b, 6.1.12.D.13.a&c, 6.1.12.D.14.d

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How has selective incorporation propelled Supreme Court decisions?</p> <p>How have civil liberties been tested in times of crisis?</p> <p>How did the Civil Rights movement redefine federalism?</p> <p>How have women, people with disabilities, Native Americans, homosexuals, etc. been involved in the quest for equal rights?</p> <p>Is affirmative action still necessary in the 21st century?</p>	<p>Content/Skills: <i>Engle v. Vitale</i> <i>Schenck v. United States</i> <i>New York Times v. Sullivan</i> <i>Tinker v. Des Moines</i> <i>Texas v. Johnson</i> <i>Barron v. Baltimore</i> <i>Gitlow v. New York</i> <i>Mapp v. Ohio</i> <i>Gideon v. Wainwright</i> <i>Miranda v. Arizona</i> <i>Brown v. Board of Education</i> <i>Regents of the University of California v. Bakke</i> <i>Griswold v. Connecticut</i> Incorporation The 14th amendment Due Process clause The Civil Rights Act of 1964 The Voting Rights Act of 1965</p>	<p>Textbook</p> <p>Primary Source Material</p> <p>Internet</p> <p>Newspapers</p> <p>Magazines</p> <p>Political Television Programs</p>	<p>Brown 50 Years Later: Has the dream been achieved?</p> <p>Analysis of majority/minority opinions</p> <p>Research: What civil liberties/rights cases are being heard by the Supreme Court now?</p>	<p>Reading Checks</p> <p>Multiple Choice Tests</p> <p>Free Response Questions</p> <p>Discussion Participation</p> <p>Debates</p> <p>Projects</p>

Suggestions on how to differentiate in this unit:

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- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
Civitas (Honors)
Unit #5: Public Policy

Enduring Understanding: Political, social, economic, and diplomatic policies have shaped the lives of all Americans.

Essential Questions: How have societal forces influenced policy making decisions throughout our history?
 What has necessitated the creation of so many new policies throughout the 20th and 21st centuries?
 What policies do you see evolving in the near future? What would/could spark this evolution?

Unit Goal: Students will be able to analyze the time period leading up to, purpose, and evolution of key public policy issues present throughout 20th and 21st century America.

Duration of Unit: 3 Weeks

NJCCCS: 6.1.12.A.12.c, 6.1.12.A.14.c& d, 6.1.12.B.13.b, 6.1.12.C.14.a& d 6.1.12.D.11.e, 6.1.12.D.14.a& b

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What policy creation and changes exemplify the growth of federal power over American social and economic life? What policies are the legislature and the executive branches considering currently? What are the pros and cons of the adoption of these policies? How has/does the media drive policy making?	Content/Skills Differentiate between fiscal and monetary policy Trace the history of fiscal, monetary, social, and diplomatic policy throughout the past century	Textbook Primary Source Material Internet Newspapers Magazines Political Television Programs	Research specific policies Creation of policy reforms Analysis of current policy events	Reading Checks Multiple Choice Tests Free Response Questions Discussion Participation Debates Projects

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- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
Civitas (Honors)
Unit #6: State and Local Government**

Enduring Understanding: Diverse and densely populated, the political climate of New Jersey is subject to various ideological forces.

Essential Questions: Demographically, how does New Jersey vary from region to region? How does this affect political decisions?

How are state, county, and local governments structured?

What powerful interests influence policy statewide and locally?

What concerns New Jersey voters the most? Why?

How can the economic future of New Jersey be improved for future generations?

Unit Goals: Students will be able to develop an understanding of New Jersey politics from the local to the state level.

Students will be able to compare this structure and function to states in the region.

Duration of Unit: 6 Weeks

NJCCCS: 6.1.12.A.2.c, 6.1.12.B.14.a-d

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Due to the uniqueness of our state, how do politicians approach campaigns and policy making?</p> <p>What decisions get made on the state, county, and local levels? Why are different governmental levels afforded certain responsibilities?</p> <p>How has union prominence affected New Jersey politics?</p> <p>What caused the fiscal crisis in New Jersey, and can it really be solved without raising taxes?</p> <p>How do our local municipalities differ politically, economically, and socially? What accounts for these differences?</p>	<p>Content/Skills:</p> <p>New Jersey Constitution</p> <p>Role of:</p> <p>Governor</p> <p>State Assembly</p> <p>State Senate</p> <p>NJ Supreme Court</p> <p>County Government</p> <p>Freeholders</p> <p>Local Government</p> <p>Mayor</p> <p>Town Council</p> <p>Fiscal Crisis</p>	<p>Textbook</p> <p>Primary Source Material</p> <p>Internet</p> <p>Local Newspapers</p> <p>Magazines</p> <p>Political Television Programs</p>	<p>Conference: The future of the State of New Jersey</p> <p>Debate: Should NJ Supreme Court Justices be elected?</p> <p>Attending town council, school board, etc. meetings</p> <p>Interviewing a local political official</p>	<p>Reading Checks</p> <p>Multiple Choice Tests</p> <p>Free Response Questions</p> <p>Discussion Participation</p> <p>Debates</p> <p>Projects</p> <p>Documentary Film</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
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