

Course Overview

Name of Course: American Government and Civics

Name of Department: Social Studies

Course Summary: American Government and Civics is a course designed to give students an understanding of American Political Science. Students develop analytical skills and factual knowledge for an understanding of the principles and foundations of the United States Constitution and United States Government.

Course Description: The course provides students with a background in the philosophy, functions, and structure of the United States government and promotes the civic duties and responsibilities that go along with being an American citizen. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government, state government, municipal governments and their relationship to states and citizens. Students may be required to attend local governmental meetings to fulfill requirements for this class.

Course Expectation: This concentration requires in-depth reading of primary documents, essays, periodicals, and text. Students are expected to demonstrate mastery and understanding by presenting written essays, as well as demonstrating project based learning.

Course Essential Questions (Big Ideas):

- **What is the purpose of government?**
- **What are the important principles and views of the framers of the Constitution?**
- **Are those principles and view relevant today?**
- **Why did James Madison and other framers highly prize the separation of powers?**
- **Is separation of powers relevant today?**
- **Is federalism a viable form of government in the 21st century?**
- **How are Americans linked to the government?**
- **What are the impacts that people have on the government and government has on the people?**
- **How is public opinion shaped and measured by media and elections?**
- **Are political parties doing today what they were intended to do?**
- **In what ways, do politicians respond to the citizenry?**
- **What has the government done to curb the influence of interest groups and the media?**
- **How is Congress set up and what rules govern the House and the Senate?**
- **What role does politics, political parties, interest groups, and the other branches and levels of our government play in congress?**
- **How do laws get written and passed?**
- **What is the leadership structure of Congress and how does it get elected?**

- What is the committee system
- and how is it relevant to lawmaking?
- How is the Presidency set up and what rules govern the President?
- What role does politics, political parties, interest groups, and the other branches and levels of our government play in the Executive Branch?
- How does policy get written and enacted?
- What is the leadership structure of the Bureaucracy and how does it get selected?
- How is the Judiciary set up and what rules and precedents govern the Supreme Court?
- What role does politics, political parties, interest groups, and the other branches and levels of our government play in the Judicial Branch?
- How does legal precedent get established and enacted?

Alignment with New Jersey Student Learning Standards:

6.1.12.A.2.a-e

6.1.12.a.3.b-c

6.3.4.A.1-3

6.3.8.A.1-4

6.3.12.a.1-2

Alignment with Common Core State Standards:

CCSSELA-Literature: RH.11-12.1-6

Course Requirements and Major Assignments:

- Students must attend one government meeting per marking period
- Unit I, II, and III Assessments

Course Unit/Pacing Guide

Unit #	Unit Title/Major Concepts	Duration: Weeks & School Calendar
Unit I	Foundations and Principles of American Government	12 class periods
Unit II	Linkage Institutions	21 class periods
Unit III	Government Institutions	36 class periods

Course Unit 1	
Unit Title: Foundations and Principles of American Government	
Date/Duration: 12 class periods	
<p>New Jersey Student Learning Standard(s) (NJSLs) addressed: 6.1.12.A.2.a-e, 6.1.12.a.3.b-c</p> <p>NJSLs 21st Century Skills Content Standards(s) addressed: 6.3.4.A.1-3, 6.3.8.A.1-4, 6.3.12.a.1-2</p> <p>NJSLs Technology Content Standard(s) addressed: CRP 1, 4, 5, 7, 9</p> <p>Primary Interdisciplinary Connections: CCSSELA-Literature: RH.11-12.1-6</p>	
Stage 1: Desired Results	
Transfer	
<p><i>Students will be able to independently use their learning to:</i></p> <ul style="list-style-type: none"> • Describe how the federal government was constructed by the founding fathers and why. • Discuss federalism and how it has changed since the country's formation 	
Meaning	
<p>Understandings:</p> <ul style="list-style-type: none"> • Explain how politics drives democracy. • Discuss five views of how political power is distributed in the United States. • Explain why “who governs” and “to what ends” are fundamental questions in American politics • Summarize the key concepts for classifying the politics of different policy issues. • Explain how evolving debates about liberty led from the 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the purpose of government? • What are the important principles and views of the framers of the Constitution? • Are those principles and view relevant today? • Why did James Madison and other framers highly prize the separation of powers? • Is separation of powers relevant today? • Is federalism a viable form of government in the 21st century?

<p>Revolutionary War to the Constitutional Convention</p> <ul style="list-style-type: none"> • Discuss the major proposals and compromise over representation in the Constitutional Convention. • Summarize the key issues presented by Federalists and Anti-Federalists in ratification debates for the Constitution. • Discuss continuing debates about democracy and the Constitution. • Discuss the historical origins of federalism, and explain how it has evolved over time. • Summarize the pros and cons of Federalism in the United States. • Describe how funding underlines federal-state interactions and how this relationship has changed over time. • Discuss whether the devolution of programs to the states beginning in the 1980s really constitutes a revolution in federal-state relations. 	
Acquisition	
<p>Staff will know.....</p> <ul style="list-style-type: none"> • Students will have met goal by 	<p>Staff will be able to....</p> <ul style="list-style-type: none"> •
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Purpose of Government • Foundations of U.S. Government 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Quizzes • Tests

<p>Museum Tour</p> <ul style="list-style-type: none"> ● Road to the Constitution ● Claim your Powers Simulation Game ● Expansion of Federal Power/Federalism -Systems and Grants ● Federalist Paper #10 and 47 Essay ● Moot Court on Gonzales vs. Raich (Federalism Case) 	<ul style="list-style-type: none"> ● Mock simulations ● Oral reports/presentations ● Writing assignments: reports/essays/reaction – P.O.V. papers etc. ● Homework ● Individual/group participation ● Observations ● Task completion/work samples ● Class discussion ● Projects ● Observations Questioning ● Discussion Exit/Admit Slips <ul style="list-style-type: none"> ○ Learning/Response Logs ○ Graphic Organizers ○ Peer/Self Assessments Practice ○ Presentations ○ Visual Representations ○ Kinesthetic Assessments ○ Think Pair Share
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Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

Reading Assignments:

- American Government Text: Chapters 1-3
- Federalist #10, 47, 51
- The Devil in Devolution

Vocabulary List

- Chapter 1-3

Classroom Activities

- Purpose of Government (Day 1)
- Foundations of U.S. Government Museum Tour (Day 3)
- Road to the Constitution (Day 5)
- Claim your Powers Simulation Game (Day 7)
- Expansion of Federal Power/Federalism -Systems and Grants (Day 9)
- Federalist Paper #10 and 47 (Day 10)
- Moot Court on Gonzales vs. Raich (Federalism Case) (Day 11)

Test

- Vocabulary Quizzes
 - Chapter 1 (Day 3)

- Chapter 2 (Day 7)
- Chapter 3 (Day 9)
- Reading Test (Day 10)
- Unit Test (Day 12)

Homework Assignments

- Foundations of U.S. Government Museum Tour Prep (Day 2)
- Define the Vocabulary on Flash Cards
- Read the Text and Other Readings and hand in questions
- Moot Court Prep (Day 10)

Projects

- None

Reoccurring Assignments

- Attend Political Meetings
 - Need to attend 1 per marking period with a briefly typed report of the meeting and a meeting agenda. Due within two days of the meeting

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills

- Use center, stations, or contracts
- Title 1 (At- Risk Students):
- Homework
 - Leveled Reading
 - Supplemental Assignments
 - Organize integrated problem-solving simulations
 - Propose interest-based extension

Specific Resources for Unit

Wilson, James Q. *American Government*
 Primary Source Documents, provided by instructor, as needed

General Resources for Course

Course Unit 2

Unit Title: Linkage Institutions

Date/Duration: 21 class periods

New Jersey Student Learning Standard(s) (NJSLS) addressed: 6.1.12.A.2.a-e, 6.1.12.a.3.b-c

NJSLS 21st Century Skills Content Standards(s) addressed: 6.3.4.A.1-3, 6.3.8.A.1-4, 6.3.12.a.1-2

NJSLS Technology Content Standard(s) addressed: CRP 1, 4, 5, 7, 9

**Primary Interdisciplinary Connections:
 CCSSELA-Literature: RH.11-12.1-6**

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- Analyze why political parties are formed and what purpose they serve.
- Describe how the American Electoral system works.
- Discuss the methods by which Interest Groups are formed, why people join them, and how they attempt to shape public policy.
- Evaluate the role of the media in linkage institutions.

Meaning

Understandings:

- Describe the roles of American political parties and how they differ from parties in other democracies.
- Summarize the historical evolution of the party system in America.
- Explain the major functions of political parties.
- Explain how political parties are organized in America.
- Define partisan identification, and explain how it shapes the political behavior of ordinary Americans.
- Summarize the arguments for why America has a two-party system.
- Describe the factors that influence the presidential primaries.
- Explain how campaigns shape the outcome of presidential elections.
- Summarize how voters learn about the candidates in elections.
- Explain which social groups have been most loyal to the parties over time.
- Describe the key differences between presidential and congressional elections.
- Summarize the history of campaign finance reform efforts, and explain the current state of campaign finance regulation.
- Describe how elections shape public policy.
- Explain what an interest group is, and identify the main factors that led to their rise in America.

Essential Questions:

- How are Americans linked to the government?
- What are the impacts that people have on the government and government has on the people?
- How is public opinion shaped and measured by media and elections?
- Are political parties doing today what they were intended to do?
- In what ways, do politicians respond to the citizenry?
- What has the government done to curb the influence of interest groups and the media?

<ul style="list-style-type: none"> ● Detail the various types of interest groups in America, and explain the types of people who join interest groups. ● Summarize the way interest groups relate to social movements. ● Explain the various ways interest groups try to influence the policymaking process. ● Describe the ways in which interest groups' political activity is limited. ● Trace the evolution of the press in American politics, explaining how media coverage of politics has changed over time. ● Summarize the most important sources of news for contemporary Americans, and discuss the consequences of consuming different news sources. ● Explain the main political functions of the media in America, and discuss how the media both enhance and detract from American democracy. ● Discuss the reasons behind lower levels of media trust today, and summarize the arguments for and against media bias. ● Explain how government controls and regulates media. 	
Acquisition	
<p>Staff will know.....</p> <ul style="list-style-type: none"> ● 	<p>Staff will be able to....</p> <ul style="list-style-type: none"> ●

Stage 2-Assessment Evidence

Students will show their learning by...

Performance Tasks:

- Redistricting Computer Simulation
- Interest Groups/PACs (Iron Triangles) and their Regulations Project
- Political Driving Suit Project
- Campaign Ad Project
- Political Ad Projects
- Functions of Parties and Differences between US and Europe Essay
- Third Parties - Poster Project

Other Evidence:

- Quizzes
- Tests
- Mock simulations
- Oral reports/presentations
- Writing assignments: reports/essays/reaction – P.O.V. papers etc.
- Homework
- Individual/group participation
- Observations
- Task completion/work samples
- Class discussion
- Projects
- Observations Questioning
- Discussion Exit/Admit Slips
 - Learning/Response Logs
 - Graphic Organizers
 - Peer/Self Assessments Practice
 - Presentations
 - Visual Representations
 - Kinesthetic Assessments
 - Think Pair Share
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Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

Reading Assignments:

- American Government Text: Chapters 9-12
- *How much HAS Citizens United Changed the Political Game?* By Matt Bai
- *Redistricting: Why should you care what the map looks like?* By Michael Symons

Vocabulary List

- Chapter 9-12

Classroom Activities

- The American Electoral System (Day 1)
- Redistricting Computer Simulation (Day 2)
- Electoral Issues: Incumbency, Voter ID, and the electoral College (Day 3)

- Interest Groups/PACs (Iron Triangles) and their Regulations (Day 4)
- Political Driving Suit Project Presentations (Day 5)
- Media and the Regulations (Day 6)
- Media Bias Discussion and Begin Campaign Ad Presentations (Day 7)
- Political Ad Presentations (Day 8)
- Political Ads Continued (Day 9)
- Mass Media Structure and Roles Presentation (Day 10)
- Political Parties: Structure (Day 11)
- Functions of Parties and Differences between US and Europe (Day 12)
- Why 2 Parties / Begin Political Party History (Day 13 and 14)
- History of Political Parties (Day 15)
- Political Party History (Day 16)
- Third Parties - Poster Presentation (Day 17-18)
- Political parties Today (Days 19-20)

Test

- Vocabulary Quizzes
 - Chapter 9 (Day 5)
 - Chapter 10 (Day 9)
 - Chapter 11 (Day 14)
 - Chapter 12 (Day 18)
 - Reading Test (Day 19)
 - Unit Test (Day 21)

Homework Assignments

- Electoral College Alternate Evaluation
- Redistricting Computer Simulation
- Create an Iron Triangle
- Define Vocabulary Terms on Flash Cards
- Read Text and Other Readings
- Possible Video

Projects

- Political Driving Suit Project (Day 5)
- Political Ads Rating (Day 8)
- Third Party Poster (Day 19)

Reoccurring Assignments

- Attend Political Meetings
 - Need to attend 1 per marking period with a briefly typed report of the meeting and a meeting agenda. Due within two days of the meeting

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Specific Resources for Unit

Wilson, James Q. *American Government*

Primary Source Documents, provided by instructor, as needed

General Resources for Course

Course Unit 3

Unit Title: Government Institutions

PRSD Revision: August 2017

BOE Approved (revision): September 2017

BOE Annual Approval: April 2017

NJ DOE Adopted: September 2015

State Standard Adopted by PRSD: September 2015

Date/Duration: 36 class periods

New Jersey Student Learning Standard(s) (NJSLS) addressed: 6.1.12.A.2.a-e, 6.1.12.a.3.b-c

NJSLS 21st Century Skills Content Standards(s) addressed: 6.3.4.A.1-3, 6.3.8.A.1-4, 6.3.12.a.1-2

NJSLS Technology Content Standard(s) addressed: CRP 1, 4, 5, 7, 9

**Primary Interdisciplinary Connections:
CCSSELA-Literature: RH.11-12.1-6**

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- Describe how a bill is formed, written, and becomes a law.
- Explain the impact of political leadership, interest groups, political parties, and the other branches of Government have on Congress and Congresspersons.
- Discuss the committee system and rules of each chamber and how they differ.
- Describe the current and some of the past major leaders of Congress.
- Describe the framers intentions regarding the President.
- Describe the formal and informal powers of the President.
- Explain the impact of the President regarding his roles, responsibilities, and power in relation to foreign/domestic policy, as well as his relationship with other branches of our government.
- Discuss the Bureaucratic system and its growth.
- Describe the current and some of the past major leaders of the Bureaucracy and Presidency.
- Describe the framers intentions regarding the Judicial Branch and Supreme Court and the effects of the strict and activist views of our Constitutional law.
- Describe the formal and informal powers of the Federal Judiciary.
- Explain the impact of the Supreme Court regarding the other branches of our government, public policy, linkage institutions, and people's rights with their actions.
- Discuss the Federal system and growth of the Federal Judiciary.
- Describe the current and some of the past major eras of the Supreme Court.

Meaning

Understandings:

- Contrast congressional and

Essential Questions:

<p>parliamentary systems</p> <ul style="list-style-type: none"> ● Trace the evolution of Congress in American politics. ● Discuss who serves in Congress and what influences their votes. ● Summarize the organization of Congress. ● Explain how a bill becomes a law. ● Discuss possibilities for congressional reform. ● Explain how presidents differ from prime ministers and the rise of divided government in the United States. ● Summarize how the constitutional and political powers of the presidency has evolved from the founding of the United States to the present. ● Explain the importance of persuasion for presidential policymaking. ● Discuss why presidential character and organization matter for policymaking. ● Describe presidential transitions and their consequences for presidential power. ● Discuss the unique features of the American federal bureaucracy. ● Explain the evolution of the federal bureaucracy. ● Summarize how the federal bureaucracy functions today. ● Discuss checks on and problems with the federal bureaucracy, and possibilities for reform. ● Explain the concept of judicial review. ● Summarize the development of the federal courts. ● Discuss the structure, jurisdiction, and operation of the federal court. ● Explain how the federal courts 	<ul style="list-style-type: none"> ● How is Congress set up and what rules govern the House and the Senate? ● What role does politics, political parties, interest groups, and the other branches and levels of our government play in congress? ● How do laws get written and passed? ● What is the leadership structure of Congress and how does it get elected? ● What is the committee system ● and how is it relevant to lawmaking? ● How is the Presidency set up and what rules govern the President? ● What role does politics, political parties, interest groups, and the other branches and levels of our government play in the Executive Branch? ● How does policy get written and enacted? ● What is the leadership structure of the Bureaucracy and how does it get selected? ● How is the Judiciary set up and what rules and precedents govern the Supreme Court? ● What role does politics, political parties, interest groups, and the other branches and levels of our government play in the Judicial Branch? ● How does legal precedent get established and enacted? ● What is the controversy that surrounds Federal Court appointments and decisions?
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exercise power and the checks on judicial power.	
Acquisition	
Staff will know..... <ul style="list-style-type: none"> • 	Staff will be able to.... <ul style="list-style-type: none"> •
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
Performance Tasks: <ul style="list-style-type: none"> • 	Other Evidence: <ul style="list-style-type: none"> • Quizzes • Tests • Mock simulations • Oral reports/presentations • Writing assignments: reports/essays/reaction – P.O.V. papers etc. • Homework • Individual/group participation • Observations • Task completion/work samples • Class discussion • Projects • Observations Questioning • Discussion Exit/Admit Slips <ul style="list-style-type: none"> ○ Learning/Response Logs ○ Graphic Organizers ○ Peer/Self Assessments Practice ○ Presentations ○ Visual Representations ○ Kinesthetic Assessments ○ Think Pair Share

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

Reading Assignments:

- American Government Text: Chapters 13-16
- *Federalist #55 and 57*
- *“OOPS! Top 10 Laws that Lashed Back”*
- *Richard Fenno’s Concentric Circles of Influence in the 21st Cen*
- *Federalist #70 by Alexander Hamilton*
- *Constitutional Foundations by Alan Shank*
- *Presidential Pen Is Still Mighty by Robert Pear*
- *Presidential Character by James Davis Barber*
- *Presidential Signing Statements*
- *Federalist #78*
- *Politicians on the Court*

Vocabulary List

- Chapter 13-16

Classroom Activities

- Overview of Congress- Constitutional Rules, Structure, and Leaders- (Day 1)
- The Legislative Process- ‘I’m Just a Bill’– Review Constitutional Differences- (Day 3)
- Review Committees / Federalist #55 and 57- (Day 5)
- OOPS! the Ten Laws Article/ Evolution of the House/ Descriptive Representation- (Day 7)
- Writing a Law- PBJ Demo/ No Vehicles in the Park- (Day 9)
- Pork and the Filibuster /Model Congress Bill Debate- Intro. Robert’s Rules of Order- (Day 11)
- Fenno’s Concentric Circles of Influence/ How Should I Vote?- (Day 13)
- Intro to the President- Constitutional Qualifications, Regulations, and Roles (Day 15)
- Finish Intro to the President- Constitutional Qualifications, Regulations, and Roles (Day 17)
- Constitutional Foundations/ Presidential Character (Day 19)
- Presidential Power to Say NO!. and Presidential Pen Article (Day 21)
- Presidential Approval Rating, Presidential Impeachments, and Signing Statements (Day 23)
- The Vice President, Presidential Succession, and the White House Staff (Day 25)
- Present Presidential Approval Rating Projects (Day 26)
- The Executive Branch: Foundation, Growth, and Today (Day 27)
- Bureaucratic Oversight and Constraints (Day 29)
- Intro to the Judiciary- Court Qualifications, Development, and Supreme Court current state – (Day 30)
- Model Congress Committee Debate/ Leadership Day- (Days 31-32)
- How Judges are selected?/ Federalist #78 and Politicians on the Court (Day 33)
- How the Court Operates?/ Eras of the Court- (Day 35 and 36)

Test

- Vocabulary Quizzes
 - Chapter 13 (Day 10)
 - Chapter 14 (Day 18)
 - Chapter 15 (Day 22)
 - Chapter 16 (Day 29)
 - Reading Test (Days 14, 26, 29, 33)
 - Unit Test (Day 35-36)

Homework Assignments

- Define the Vocabulary Terms on Flash Cards by Day 10
- Supplemental Readings- Due by Day 6
- Read the Textbook
- Watch Unit Videos and Make a Flash Card for each.
- Define the Vocabulary Terms on Flash Cards by Day 18
- Supplemental Readings- Due by Class 22
- Create an Issue Network- Due day 24
- Read the Textbook and hand in the questions
- Watch Unit Videos and Make a Flash Card for each.
- Define the Vocabulary Terms on Flash Cards by Day 33
- Supplemental Readings- Due by Day 30
- Eras of the Court- Due by Day 31
- Read the Textbook

Projects

- Presidential Approval Rating Presentation- Due Day 26

Recommended Accommodations and Modifications**ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests

- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Specific Resources for Unit

Wilson, James Q. *American Government*

Primary Source Documents, provided by instructor, as needed

General Resources for Course

Course Unit 4

Unit Title:

Date/Duration:

New Jersey Student Learning Standard(s) (NJSLs) addressed:

NJSLs 21st Century Skills Content Standards(s) addressed:

NJSLs Technology Content Standard(s) addressed:

Primary Interdisciplinary Connections:

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

-

Meaning

Understandings:

-

Essential Questions:

-

Acquisition

Staff will know.....

-

Staff will be able to....

-

Stage 2-Assessment Evidence

Students will show their learning by...

Performance Tasks:

-

Other Evidence:

-

Stage 3- Learning Plan
<i>Summary of Key Learning Events and Instruction</i>
Recommended Accommodations and Modifications
Specific Resources for Unit
General Resources for Course

Course Unit 4
Unit Title:
Date/Duration:
New Jersey Student Learning Standard(s) (NJSLS) addressed:
NJSLS 21st Century Skills Content Standards(s) addressed:
NJSLS Technology Content Standard(s) addressed:
Primary Interdisciplinary Connections:
Stage 1: Desired Results
Transfer

Students will be able to independently use their learning to:

-

Meaning

Understandings:

-

Essential Questions:

-

Acquisition

Staff will know.....

-

Staff will be able to....

-

Stage 2-Assessment Evidence

Students will show their learning by...

Performance Tasks:

-

Other Evidence:

-

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

Recommended Accommodations and Modifications

Specific Resources for Unit
General Resources for Course

Course Unit 5	
Unit Title:	
Date/Duration:	
New Jersey Student Learning Standard(s) (NJSLS) addressed: NJSLS 21st Century Skills Content Standards(s) addressed: NJSLS Technology Content Standard(s) addressed: Primary Interdisciplinary Connections:	
Stage 1: Desired Results	
Transfer	
<i>Students will be able to independently use their learning to:</i> <ul style="list-style-type: none"> • 	
Meaning	
Understandings: <ul style="list-style-type: none"> • 	Essential Questions: <ul style="list-style-type: none"> •
Acquisition	

Staff will know..... <ul style="list-style-type: none"> • 	Staff will be able to.... <ul style="list-style-type: none"> •
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
Performance Tasks: <ul style="list-style-type: none"> • 	Other Evidence: <ul style="list-style-type: none"> •
Stage 3- Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
Recommended Accommodations and Modifications	
Specific Resources for Unit	
General Resources for Course	