

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Modern America

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Modern America

Grades 11-12

This semester course offers juniors and seniors the opportunity to examine civics through the lens of historical events since the end of World War II. Students will learn to analyze events critically in an attempt to understand the development of evolution of the society and the federal system of the United States. Course experiences include readings, media viewing, debates, argument writing, and authentic action, in addition to summative assessment. As vigorous exchange of ideas is integral to the curriculum, regular attendance to the class is critical to student success. Students may opt for honors level credit by special arrangement with the instructor.

Modern America connects with the characteristics identified in New Milford's Vision of a Graduate.

Critical Thinking - Students will engage in critical thinking throughout this course. To think critically, students need to be able to put aside any assumptions or judgments and analyze information they receive. They need to analyze this information objectively, looking at all sides of the issue to come to a conclusion or a judgment that they can then support. They will explore their relationship to government in preparation to be engaged, involved, and effective citizens.

Communication - Students will learn and practice the art of being effective communicators. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course. They will participate in debate style lessons where they will argue an opinion they may or may not agree with. They will be encouraged to listen and respect other students' opinions and acknowledge the impact of both their verbal and nonverbal communication.

Positive Relationships - Students will be encouraged to display respect to one another as well as to individuals in authority. They will be encouraged to understand that even though we may not all agree, we can respect others' points of view, and even have constructive interactions with those with whom we do not agree.

Growth Mindset - Through this course, students will develop belief in themselves, open-mindedness, perseverance, and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes (both personal and societal), and explore ideas civically to expand their thinking.

Social Awareness - Students will be encouraged to take the perspective of, and empathize with, others, including those from diverse backgrounds, political affiliations, and cultures. Historical, as well as current, events will be used to demonstrate and build on this skill.

Pacing Guide

<i>Unit No.</i>	<i>Unit</i>	<i>Weeks</i>
1	The Historical Background of Civic Institutions	1
2	The Legislature in Modern America	4
3	The Executive in Modern America	4
4	The Judiciary in Modern America	4-5
5	The Civically-Engaged Citizen in Modern America	4

Standards taken from Connecticut State Department of Education Elementary and Secondary Social Studies Frameworks

Resources

Resources:

All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.

McClenaghan, William A. *Magruder's American Government*. Prentice Hall, 2002. (Current NMHS textbook)

Magleby, David et al. *Government By the People*. Pearson, 2014. (Current NMHS textbook)

Cayton, Andrew et al. *America Pathways to the Present: Modern American History*. Prentice Hall, 2007 (Current NMHS textbook)

Congressional Web sites: house.gov, senate.gov

Presidential Web site: whitehouse.gov

Supreme Court Web site: supremecourt.gov

Legal Information Institute/Cornell Law School/Justia/Chicago-Kent College of Law Supreme Court Web site: oyez.org

Bill of Rights Institute Web Site: billofrightsinstitute.org

National Constitution Center Web site: constitutioncenter.org

New York Review of Books: various articles 1960s-present

Web sites of Presidential Libraries

Glossary of Court terms: <https://www.uscourts.gov/glossary>

Court cases digest: https://www.americanbar.org/groups/public_education/programs/constitution_day/landmark-cases/

Court case summaries: <https://www.uscourts.gov/about-federal-courts/educational-resources/supreme-court-landmarks>

Unit 1: The Historical Background of Civic Institutions

STAGE 1

<p>ESTABLISHED GOALS</p> <p>CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</p> <p>INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Explain how recurring patterns in history can inform judgments about current events and other issues. ● Apply knowledge of political and social systems to participate actively as an informed citizen of a democracy. ● Critically appraise historical and contemporary claims/decisions. ● Listen actively to engage in a range of conversations and to analyze and synthesize ideas, positions, and accuracy in order to learn, reflect and respond. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The circumstances of the Revolutionary War and Articles of Confederation led the Framers to create the Constitution as they did.</p> <p>The Framers attempted to balance freedom and order in the Constitution in a changing world.</p> <p>The Framers created formal and informal means of changing the Constitution that could apply to any circumstances.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How well did the Framers allow for adaptation to a changing world?</p> <p>How closely should the United States follow the intent of the Framers versus treat the Constitution as a living document?</p>
	Acquisition	

	<p><i>Students will know...</i></p> <p>Key ideas considered by the delegates at the Philadelphia Convention</p> <p>The basic outline of governmental institutions in the Constitution (three branches, separation of powers).</p>	<p><i>Students will be skilled at...</i></p> <p>Assessing the decisions of the Founders.</p> <p>Explaining the adaptability of the Constitution.</p>
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Code	Evaluative Criteria	Assessment Evidence
A, M, T	Committee reports should be accurate and relevant on the matters of founders' decisions. They should be comprehensible to the class audience.	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p>
A, M, T	Evaluations of Constitutional utility should be persuasive and relevant to the modern issue considered.	<p>Students will be strategically grouped into committees to research the important governmental features outlined by the Constitution. Committees will report to the class about the reasons for the decisions made by the Founders. Students will assess the readiness of the Constitution to deal with a modern issue.</p> <p>GRASPS</p> <p>Goal/challenge - Students will argue the readiness of the Constitution to deal with a modern issue.</p> <p>Role for student - Researcher/reporter/assessor.</p> <p>Audience for student work -Teacher/other students.</p> <p>Situation - Students will research and report on reasons for historical decisions by the Founders, and express the applicability to the modern world.</p> <p>Products and performances generated by student - Committee reports to the class, overall assessment of Constitutional utility.</p> <p>Standards/criteria for judging success - Assignment-specific rubric.</p>

M, T	Discussion should be relevant and thoughtful based on a question set or discussion rubric.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> Participating in a teacher-guided discussion.
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Code	<i>Pre-Assessment</i>	
A	<p>What pre-assessments will you use to check the students' prior knowledge, skill levels, and potential misconceptions?</p> <p>Ask students to answer the sample questions from the National Constitution Center Poll about their knowledge of the Constitution. These are listed on page 53 of Magleby, David B. et al, <i>Government By the People</i>, the district's AP US Government textbook. Review their answers to see how their knowledge of Constitutional foundations compares to that of the average American's.</p>	
A	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> Students complete pre-assessment. 	Progress Monitoring
M		See step below.
A, M		Monitor student progress through discussion rubric.
T		Monitor student progress through question set or discussion rubric.
	<ul style="list-style-type: none"> Teacher leads discussion regarding relevant historical circumstances and key ideas considered by the Framers, including governmental structure and amendment processes. 	Score GRASPS via assignment rubric.
	<p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

Unit 2: The Legislature in Modern American History

STAGE 1

ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> ● Explain how recurring patterns in history can inform judgments about current events and other issues. ● Apply knowledge of political and social systems to participate actively as an informed citizen of a democracy. ● Critically appraise historical and contemporary claims/decisions. ● Listen actively to engage in a range of conversations and to analyze and synthesize ideas, positions, and accuracy in order to learn, reflect and respond. 	
	<i>Meaning</i>	
<p>CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</p> <p>CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The primary vehicle for legislation is the Congress.</p> <p>Congress has broad powers over domestic and foreign affairs.</p> <p>Actions of Congress must stem from powers delegated from the Constitution.</p> <p>Congressional actions often clarify vagueness in the Constitution.</p> <p>The bicameral structure of Congress provides limits on the legislative process.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How has Congress dealt with the changing social and political climate since the end of World War II?</p> <p>How has the relationship between the President and the Congress changed since writing of the Constitution, especially since 1945?</p> <p>How effective has Congress been at addressing social and political needs of its citizens since the end of World War II?</p> <p>What, if any, formal changes to the Constitution are appropriate based on the historical events of this period?</p>

<p>INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>		
Acquisition		
	<p><i>Students will know...</i></p> <p>Contents of 3-5 pieces (according to teacher discretion) of key domestic legislation since 1945, which may include:</p> <ul style="list-style-type: none"> ● Federal-Aid Highway Act ● National Defense Education Act ● Civil Rights Act ● Voting Rights Act ● Clean Air Act ● Equal Rights Amendment ● End of Selective Service Draft ● War Powers Act ● Personal Responsibility and Work Opportunity Reconciliation Act ● Patriot Act ● Affordable Care Act ● Intercollegiate athletics and the Sherman Antitrust Act <p>[See “Resources” section for various sources of information on laws.]</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying cause-and-effect relationships between historical events and Legislative acts.</p> <p>Assessing the effectiveness of Congress in meeting the needs of the United States.</p> <p>Anticipating changes in the way(s) that branches of the U.S. government need to operate.</p>

Code	Evaluative Criteria	Assessment Evidence
<p>A, M, T</p> <p>A, M, T</p>	<p>Congressional committee reports should demonstrate thorough research into the pending bill.</p> <p>The reports should be well-crafted in order to be persuasive to the full chamber.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Students will be strategically grouped into committees corresponding to some of the actual committees that research bills in Congress. They will examine, research, debate, and mark up (suggest changes to) the pending legislation in preparation for its presentation to the full chamber. In the course of this process, they will demonstrate that they are utilizing the powers of Congress in a manner matching Congressional action in the 21st Century.</p> <p>GRASPS</p> <p>Goal/challenge - Create a committee report recommending changes to and action on a bill.</p> <p>Role for student - Member of a House or Senate committee.</p> <p>Audience for student work - The full chamber of the House of Representatives or the Senate.</p> <p>Situation - Introduced bill requiring research, markup, and committee report.</p> <p>Products and performances generated by students - Varying types of reports to the full chamber for floor debate.</p> <p>Standards/criteria for judging success - Assignment-specific criteria.</p>

<p>A, M, T</p> <p>A, M, T</p> <p>M, T</p>	<p>Summaries should be thorough; reports should be comprehensible and instructive.</p> <p>Summaries should be thorough; reports should be comprehensible and instructive.</p> <p>Discussion should be relevant to the topics and demonstrative of comprehension levels.</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Reading, summarizing, and reporting on content-related sources (e.g. textbook readings, news articles, academic websites, podcasts/blogs).</p> <p>Watching, summarizing, and reporting on videos related to the changing modern roles and actions of Congress.</p> <p>Participating in small-group/teacher-led discussion of the changing modern roles and actions of Congress.</p>
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Code	<i>Pre-Assessment</i>	
	What pre-assessments will you use to check the students' prior knowledge, skill levels, and potential misconceptions?	
A	Ask students to name the piece of legislation that they believe has most changed the life of Americans since 1945. Each answer should explain how the law affects people now and has affected them in the past. Review answers and discuss their validity with the class.	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Note: The examined content may consist of, but is not necessarily limited to: taxation powers, commerce powers, and oversight powers.</p>	Progress Monitoring
A	<ul style="list-style-type: none"> Students complete pre-assessment. 	See step below.
M	<ul style="list-style-type: none"> Teacher leads discussion of pre-assessment. 	Monitor student progress through discussion rubric.
A, M, T	<ul style="list-style-type: none"> Teacher will assign appropriate content-related sources (e.g. textbook readings, news articles, academic websites, podcasts/blogs). 	Monitor student progress through question set or discussion rubric.
A, M, T	<ul style="list-style-type: none"> Teacher will suggest appropriate videos related to the changing modern roles and actions of Congress. 	See above.
M, T	<ul style="list-style-type: none"> Students will engage in small-group/teacher-led discussion of the changing modern roles and actions of Congress, based on the above sources/videos. 	See above.
A, M, T	<ul style="list-style-type: none"> Students will complete GRASPS assignment. 	Score GRASPS via assignment rubric.
	<p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

Unit 3: The Executive in Modern America

STAGE 1

ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> ● Explain how recurring patterns in history can inform judgments about current events and other issues. ● Apply knowledge of political and social systems to participate actively as an informed citizen of a democracy. ● Critically appraise historical and contemporary claims/decisions. ● Listen actively to engage in a range of conversations and to analyze and synthesize ideas, positions, and accuracy in order to learn, reflect and respond. 	
	<i>Meaning</i>	
<p>CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p>CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</p> <p>CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p> <p>CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</p> <p>INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary</p>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Article II assigns broad national and international powers to the Executive Branch.</p> <p>Presidents use these powers to carry out agendas important to them.</p> <p>The United States looks to the Executive Branch for leadership in the vast majority of cases.</p> <p>There is, at times, an adversarial relationship between the President and the other branches of government.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How appropriate is the belief that, "the President runs the country?"</p> <p>How has Congress attempted to limit specific actions of Presidents since 1945?</p> <p>To what degree should Congress support the goals of individual Presidents?</p> <p>What, if any, formal changes to the Constitution are appropriate based on the historical events of this period?</p>

weaknesses.	Acquisition	
	<p><i>Students will know...</i></p> <p>Contents of 3-5 (according to teacher discretion) key Presidential actions since 1945, which may include:</p> <ul style="list-style-type: none"> ● Truman's decision to use the atomic bomb ● Kennedy's New Frontier/Johnson's Great Society ● Nixon, Clinton, and Executive Privilege ● Reaganomics ● Bush and Bush- military activities in the Middle East ● Obamacare ● Trump's immigration control <p>[See "Resources" section for various sources of information on Executive actions.]</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying cause-and-effect relationships between historical events and Executive acts.</p> <p>Assessing the effectiveness of the President in meeting the needs of the United States.</p> <p>Anticipating changes in the way(s) that branches of the U.S. government need to operate.</p>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
M, T	Proposed amendments should accurately reflect the changing expectations of the American people of the governing powers of the chief executive.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
M, T	Proposed amendments should be well-crafted and clearly-explained so as to be plausibly ratifiable	<p>Students will propose Constitutional amendments to Article II. These would revise the qualifications for, and the powers and duties of, the Presidency to reflect the chief executive's role in the modern world.</p> <p>GRASPS Goal/challenge - Propose viable changes to the governing document of the United States. Role for student - United States Senator or Representative Audience for student work - Other members of Congress and ratifying bodies in the states. Situation - A changing world which requires updated governing strategies. Products and performances generated by student - Proposed amendments to Article II of the Constitution. Standards/criteria for judging success - Assignment-specific rubric.</p>

<p>A, M, T</p> <p>A, M, T</p> <p>M, T</p>	<p>Summaries should be thorough; reports should be comprehensible and instructive.</p> <p>Summaries should be thorough; reports should be comprehensible and instructive.</p> <p>Discussion should be relevant to the topics and demonstrative of comprehension levels.</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Reading, summarizing, and reporting on content-related sources (e.g. textbook readings, news articles, academic websites, podcasts/blogs).</p> <p>Watching, summarizing, and reporting on videos related to the changing modern roles and actions of the Presidents.</p> <p>Participating in small-group/teacher-led discussion of the changing modern roles and actions of the Presidents.</p>
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Code	<i>Pre-Assessment</i>	
	What pre-assessments will you use to check the students' prior knowledge, skill levels, and potential misconceptions?	
A	Have students construct a formal argument about the identity of the greatest President since 1945. Per the definition of argument, this will include a claim, a warrant about what makes any President great, and evidence that links the two. Discuss how different their answers would be if they were about earlier Presidents.	
	Note: The examined content may consist of, but is not necessarily limited to: Commander-in-Chief power, Chief Legislator role, and the enforcement of laws by Executive branch/officials.	Progress Monitoring
A	<ul style="list-style-type: none"> Students complete pre-assessment. 	See step below.
M	<ul style="list-style-type: none"> Teacher leads discussion of pre-assessment. 	Monitor student progress through discussion rubric.
A, M	<ul style="list-style-type: none"> Teacher will assign appropriate content-related sources (e.g. textbook readings, news articles, academic websites, podcasts/blogs). 	Monitor student progress through question set or discussion rubric.
A, M	<ul style="list-style-type: none"> Teacher will suggest appropriate videos related to the changing modern roles and actions of the Presidents. 	See above.
M, T	<ul style="list-style-type: none"> Students will engage in small-group/teacher-led discussion of the changing modern roles and actions of the Presidents. 	See above.
A, M, T	<ul style="list-style-type: none"> Students will complete GRASPS assignment in and/or out of class. <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	Score GRASPS via assignment rubric.

Unit 4: The Judiciary in Modern America

STAGE 1

ESTABLISHED GOALS	<i>Transfer</i>	
	<ul style="list-style-type: none"> • Explain how recurring patterns in history can inform judgments about current events and other issues. • Apply knowledge of political and social systems to participate actively as an informed citizen of a democracy. • Critically appraise historical and contemporary claims/decisions. • Listen actively to engage in a range of conversations and to analyze and synthesize ideas, positions, and accuracy in order to learn, reflect and respond. 	
	<i>Meaning</i>	
<p>CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p>CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</p> <p>CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p> <p>INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)</p>	<p>UNDERSTANDINGS</p> <p>The role of the national Judiciary has evolved since the framing of the Constitution in that of Judicial Review.</p> <p>The Framers designed the Supreme Court to provide stability in the adjudication of U.S. law by insulating it from the whims of the public.</p> <p>The Court must balance this with its need to be responsive to changing social constructs in the U.S.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How has the Court exercised its power to check the other branches of government since 1945?</p> <p>To what degree should the Supreme Court base its decisions on the social and political state of the U.S.?</p> <p>How effective has the Supreme Court been in protecting the Constitution since 1945?</p> <p>What, if any, formal changes to the Constitution are appropriate based on the historical events of this period?</p>

		Acquisition
	<p><i>Students will know...</i></p> <p>Contents of 3-5 (according to teacher discretion) key Judicial decisions since 1945, which may include:</p> <ul style="list-style-type: none"> ● 1954 <i>Brown v. BOE</i> ● 1963 <i>Gideon v. Wainwright</i> ● 1966 <i>Miranda v. Arizona</i> ● 1969 <i>Tinker v. Des Moines</i> ● 1973 <i>Roe v. Wade/2022 Dobbs v. Jackson Women's Health Organization</i> ● 1974 <i>U.S. v. Nixon</i> ● 1978 <i>Regents of Univ. of California v. Bakke</i> ● 1989 <i>Texas v. Johnson</i> ● 2000 <i>Bush v. Gore</i> ● 2010 <i>Citizens United v. Federal Election Commission</i> ● 2012 <i>National Federation of Independent Business v. Sebelius (constitutionality of Affordable Care Act)</i> ● 2013 <i>Shelby County v. Holder (vestigial parts of Voting Rights Act)</i> ● 2015 <i>Obergefell v. Hodges</i> ● 2018 <i>Masterpiece Cakeshop, Ltd. v. Colorado Civil Rights Commission</i> <p>[See "Resources" section for various sources of information on Supreme Court decisions.]</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying cause-and-effect relationships between historical events and Judicial Decisions.</p> <p>Assessing the effectiveness of the Supreme Court in meeting the needs of the United States.</p> <p>Anticipating changes in the way(s) that branches of the U.S. government need to operate.</p>

Code	Evaluative Criteria	Assessment Evidence
M, T	Written opinions should reflect a thorough understanding of the role of the Court.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
M, T	Opinions should contain viable and plausible instructions to legislatures and executives regarding corrective actions they must take.	<p>Students will write what the Supreme Court decision would be for a hypothetical or an actual pending case before the Supreme Court. The decision may provide Court-mandated actions that members of the other branches of the United States government must follow or with which states must comply.</p> <p>GRASPS</p> <p>Goal/challenge - Create changes in law or enforcement policy through judicial action.</p> <p>Role for student - Supreme Court justice.</p> <p>Audience for student work - U. S. society, especially national and state government officials.</p> <p>Situation - A pending case before the court requiring “legislation from the bench.”</p> <p>Products and performances generated by student - Supreme Court decision.</p> <p>Standards/criteria for judging success - Assignment-specific criteria.</p>

<p>A, M, T</p> <p>A, M, T</p> <p>M, T</p>	<p>Summaries should be thorough; reports should be comprehensible and instructive.</p> <p>Summaries should be thorough; reports should be comprehensible and instructive.</p> <p>Discussion should be relevant to the topics and demonstrative of comprehension levels.</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Reading, summarizing, and reporting on content-related sources (e.g. textbook readings, news articles, academic websites, podcasts/blogs).</p> <p>Watching, summarizing, and reporting on videos related to the changing modern roles and actions of the Supreme Court.</p> <p>Participating in small-group/teacher-led discussion of the changing modern roles and actions of the Supreme Court.</p>
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Code	<i>Pre-Assessment</i>	
	<p>What pre-assessments will you use to check the students' prior knowledge, skill levels, and potential misconceptions? Ask students to name and/or describe a controversial Supreme Court decision in recent history. Discuss as a class the reasons that the decision was/is controversial. Then ask students what they know about how a case reaches the Supreme Court. Then have students read, "How the Supreme Court Decides," pages 425-434 of the current NMHS textbook <i>Government by the People</i>. Have students make a t-chart or Venn diagram of similarities and differences between their ideas of Court operations and the realities.</p>	
<p>A</p> <p>M</p> <p>A, M</p> <p>A, M</p> <p>M, T</p> <p>A, M, T</p>	<p>Note: The examined content may consist of, but is not necessarily limited to: Judicial activism/"legislating from the bench" and the responsiveness of the Court to contemporary forces in society.</p> <ul style="list-style-type: none"> Students complete pre-assessment. Teacher leads discussion of pre-assessment. Teacher will assign appropriate content-related sources (e.g. textbook readings, news articles, academic websites, podcasts/blogs). Teacher will suggest appropriate videos related to the changing modern roles and actions of the Supreme Court. Students will engage in small-group/teacher-led discussion of the changing modern roles and actions of the Supreme Court. Students will complete GRASPS assignment in and/or out of class. <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<p>Progress Monitoring</p> <p>See step below.</p> <p>Monitor student progress through discussion rubric.</p> <p>Monitor student progress through question set or discussion rubric.</p> <p>See above.</p> <p>See above.</p> <p>Score GRASPS via assignment rubric.</p>

Unit 5: The Civically-Engaged Citizen in Modern America

STAGE 1

ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> ● Explain how recurring patterns in history can inform judgments about current events and other issues. ● Apply knowledge of political and social systems to participate actively as an informed citizen of a democracy. ● Critically appraise historical and contemporary claims/decisions. ● Listen actively to engage in a range of conversations and to analyze and synthesize ideas, positions, and accuracy in order to learn, reflect and respond. 	
	<i>Meaning</i>	
<p>CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p>CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p> <p>CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p>INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>	<p>UNDERSTANDINGS</p> <p>The U.S. Constitution limited opportunities for citizens to participate in the arena of Civics.</p> <p>Widespread use of technological means has provided new opportunities for citizens to influence government.</p> <p>Citizens often use legitimate and illegitimate means to influence the decisions and actions of government.</p> <p>Citizen attempts to influence government garner positive and negative reactions from government officials.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How has citizen interaction with government changed and evolved since 1945?</p> <p>To what degree should government officials be influenced by nearly-unlimited citizen speech and expression?</p> <p>How effective have citizens been in convincing the government to meet their needs since the end of WWII?</p> <p>What, if any, formal changes to the Constitution are appropriate based on the historical events of this period?</p>

	Acquisition	
	<p><i>Students will know...</i></p> <p>Background and events of citizen-led movements since 1945, which may include:</p> <ul style="list-style-type: none"> ● 1960s/70s Counterculture movement ● Vietnam War protests ● The Conservative Revolution of 80s/90s ● Rodney King Riots ● Recall movements ● Black Lives Matter ● Social media campaigns and cancel culture ● #MeToo ● January 6th, 2021 	<p><i>Students will be skilled at...</i></p> <p>Identifying cause-and-effect relationships between historical events and citizen reactions.</p> <p>Assessing the effectiveness of citizens in influencing the policies and actions of the United States.</p> <p>Anticipating necessary changes in the relationship between government and citizens.</p>

Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Student campaigns should address authentic issues in the country and/or the community.</p> <p>The campaign materials should be engaging, focused, and clear in order to produce the necessary gravitas to cause change.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Identify an actual civic need in the community and create a campaign to promote a solution by one traditional and one modern technological means.</p> <p>Students will identify real existing problems and/or inequities in their society. They will create a two-pronged campaign of legitimate means to convince voters, legislators, executive officials, and the courts to make the changes the campaigners deem necessary. One method must be based in more traditional actions, such as writing letters to legislators and/or <i>amicus</i> briefs to the Supreme Court. One method must demonstrate more recent methods of persuasion, such as social media campaigns.</p> <p>GRASPS Goal/challenge - Create a campaign using traditional and modern methods to promote a societal change through government action. Role for student - Campaign creator/organizer. Audience for student work - Voters and government officials. Situation - An authentic societal need or problem, as identified by the student. Products and performances generated by student - Traditional and non-traditional campaign materials. Standards/criteria for judging success - Assignment-specific criteria.</p>

<p>A, M, T</p> <p>A, M, T</p> <p>M, T</p>	<p>Summaries should be thorough; reports should be comprehensible and instructive.</p> <p>Summaries should be thorough; reports should be comprehensible and instructive.</p> <p>Discussion should be relevant to the topics and demonstrative of comprehension levels.</p>	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Reading, summarizing, and reporting on content-related sources (e.g. textbook readings, news articles, academic websites, podcasts/blogs).</p> <p>Watching, summarizing, and reporting on videos related to the changing methods used by citizens to attempt to influence government.</p> <p>Participating in small-group/teacher-led discussion of the changing methods used by citizens to attempt to influence government.</p>
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Code	<i>Pre-Assessment</i>	
	<p>What pre-assessments will you use to check the students' prior knowledge, skill levels, and potential misconceptions?</p> <p>Ask each student to describe a social media campaign that he or she has viewed or participated in during the last year. Have the class vote on which one they would most like to be involved in. When the class has chosen, have the winner state what change to society the campaign caused. Have the class discuss the effectiveness and results of each campaign that was named.</p>	
	<p>Note: The examined content may consist of, but is not necessarily limited to: methods used by citizen-led political movements since 1945 and the effectiveness of various methods.</p> <ul style="list-style-type: none"> Students complete pre-assessment. Teacher leads discussion of pre-assessment. Teacher will assign appropriate content-related sources (e.g. textbook readings, news articles, academic websites, podcasts/blogs). Teacher will suggest appropriate videos related to the changing methods used by citizens to attempt to influence government. Students will engage in small-group/teacher-led discussion of the changing methods used by citizens to attempt to influence government. Students will complete GRASPS assignment in and/or out of class. <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<p>Progress Monitoring</p> <p>See step below.</p> <p>Monitor student progress through discussion rubric.</p> <p>Monitor student progress through question set or discussion rubric.</p> <p>See above.</p> <p>See above.</p> <p>Score GRASPS via assignment rubric.</p>

APPENDIX: Suggested Resources by Unit

Unit 1	<ul style="list-style-type: none"> ● St. John, Jeffrey. <i>Constitutional Journal</i>. Jameson, 1987. ● Hutchison, David. <i>The Foundations of the Constitution</i>. University Books, 1975. ● Collier, Christopher. <i>Decision in Philadelphia</i>. Ballantine, 2007.
Unit 2	<ul style="list-style-type: none"> ● <i>Guilty By Suspicion</i>, directed by Irwin Winkler, 1991, DVD. ● <i>Eyes on the Prize</i>, directed by Orlando Bagwell, et. al, 1997, DVD. ● NYRB: “Making the Senate Work for Democrats” Jan. 19 2023 ● NYRB: “When Americans Liked Taxes” Feb. 23 2022 ● Congressional investigation of baseball cheating: <ul style="list-style-type: none"> ○ http://www.cnn.com/2010/OPINION/01/16/zelizer.sports.mcgwire.baseball.government/index.html ● Congressional regulation of college sports: <ul style="list-style-type: none"> ○ https://www.google.com/url?q=https://supreme.justia.com/cases/federal/us/468/85/&sa=D&source=docs&ust=1679684707334693&usg=AOvVaw0S-iDy3_QFpU26yIk20oYD ○ https://theathletic.com/1474323/2019/12/19/when-congress-gets-involved-in-sports-is-it-to-threaten-or-to-act/ ○ https://www.nytimes.com/2023/01/24/magazine/ncaa-nba-student-athlete.html?searchResultPosition=1 ● Fed. Highway Act: <ul style="list-style-type: none"> ○ https://drive.google.com/file/d/1_u6KStcN_y1HB5aiToBJuLfcKK4sx9t9/view
Unit 3	<ul style="list-style-type: none"> ● NYRB: “When Diversity Matters” Jan. 19 2023 ● NYRB: “Who Should Regulate” May 26 2022 ● Goodwin, Doris Kearns. <i>Lyndon Johnson and the American Dream</i>. Simon & Schuster, 2016. ● Spanier, John. <i>American Foreign Policy Since World War II</i>. Holt, Rinehart and Winston, 1983. ● <i>Most Dangerous Man in America: Daniel Ellsberg and the Pentagon Papers</i>, directed by Ehrlich, Judith & Goldsmith, Rick, (2009), DVD. ● <i>All the President's Men</i>, directed by Alan J. Pakula, (1976), DVD. ● Carter’s energy policy: <ul style="list-style-type: none"> ○ https://scientificinquirer.com/2023/02/20/with-the-creation-of-the-department-of-energy-jimmy-carters-hand-can-be-felt-to-this-day/
Unit 4	<ul style="list-style-type: none"> ● NYRB: “The Remaking of the Second Amendment” June 10 2022 ● NYRB: “When Rights Went Right” Apr. 21 2022 ● NYRB: “A Powerful Forgotten Dissent” Oct. 6 2022 ● Kutler, Stanley, ed. <i>The Supreme Court and the Constitution</i>. W. W. Norton, 1984. ● NCAA & Sherman Antitrust Act: <ul style="list-style-type: none"> ○ https://www.washburnlaw.edu/publications/wlj/online/volume/61/long-nice-try-ncaa.html

Unit 5	<ul style="list-style-type: none"> ● NYRB: “Dress Rehearsal” Jan. 19 2023 ● <i>Selma</i>, directed by Ava DuVernay, 2015, DVD. ● Modern forms of activism/protest: <ul style="list-style-type: none"> ○ https://nonprofithub.org/what-is-slacktivism-does-it-help/ ○ https://www.citizenlab.co/blog/civic-engagement/slacktivism/ ○ https://www.pewresearch.org/fact-tank/2020/07/13/activism-on-social-media-varies-by-race-and-ethnicity-age-political-party/ ○ https://www.npr.org/sections/alltechconsidered/2014/05/10/311143584/say-it-with-a-selfie-protesting-in-the-age-of-social-media
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