

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

SOCIAL STUDIES DEPARTMENT

HONORS “WE THE PEOPLE”

Grade Level: 10-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 31, 2009

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Course Philosophy

A well educated and participatory citizenry is the cornerstone of American constitutional democracy. Honors “We the People” attempts to provide students the foundation of a civic education. The text and curriculum employ a conceptually oriented approach that blends expository and inquiry methods, both of which call for active participation by students throughout. The approach stresses the development of analytical and evaluative skills which will enable students to apply basic substantive knowledge to a wide variety of political questions and controversies. Students are actively involved in their own learning process, acquiring the necessary knowledge for developing an understanding of the past. They also learn the relevance of the past for an understanding of the American Constitutional system in the present. *We the People: the Citizen and the Constitution* engages student thinkers to reconcile the United State’s past, present and future, to become lifelong participants in the political process and to promote the responsibility of American citizenship, furthering the ideals of freedom, justice, equality and human dignity.

Course Description

Honors “We the People” introduces students to a study of constitutional law in the United States. Its intent is to provide students with an understanding of how the Constitution came into existence, why it took the form it did, and how it has functioned for the past two hundred years. The course is divided into six units, beginning with the philosophical and historical foundations of the American political system. How the Constitution was created and later changed to further our ideals is next considered. The influence of these ideals on the evolution of American institutions and practices is explored in unit four. Unit five analyzes the rights protected in the Bill of Rights and unit six the challenges of citizenship in America today. The course concludes with *Project Citizen*. This ten step program challenges students to cooperatively identify and research a problem in their local or state community ; propose a solution to that problem that requires governmental action; and develop and propose an action plan that they could use to influence the appropriate governmental agencies.

The Center for Civic Education conducts regional, state, and national mock legislative hearing competitions that are based on the *We the People: the Citizen and the Constitution* curriculum. Classes are encouraged to take part in this competition. Since the New Jersey state competition occurs in early February, classes which compete must pursue an accelerated schedule to complete the six units in the first semester. A class that wins the state competition would be invited to represent New Jersey in the national competition in Washington D.C. in early May. A class that competes but does not win the state competition is required to review in greater depth the principles of the six units over eight weeks, applying the curriculum standards listed for each unit. Classes are likewise encouraged to participate in the *Project Citizen* showcase, sponsored by the Center for Civic Education and held at Rutgers University in early June.

**Freehold Regional High School District
Curriculum Map**

Honors “We the People”

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1.A.1, 5, 7 6.2.A.3, 5; B.4; C.3; D.1; E.14	The Founders of the American nation were heirs to philosophical and historical traditions.	Why did the founders reach back for guidance? From which period of history or tradition did the founders gain the greatest insight? What does philosophy have to do with government? What are “natural rights?” Why was it necessary to declare our independence?	Pretest Student Survey Oral Questions/ Discussion Anticipatory Set Questions	Quizzes Written Assignments Oral Presentations Participatory Rubrics Research Assignments Role Play Article Review Debate Moot /Pro Se Court Article Review	Portfolios Projects Unit Test Mid Terms Final Exam Mock Legislative Hearings
6.1.A.1, 4, 5, 7; 6.2.B.1, 4; C.1, 3	The founding documents of the United States were the Declaration of Independence and the Constitution.	How influential were the state constitutions on the development of the U.S. Constitution? How did the failures of the Articles of Confederation contribute to the writing of the Constitution?			
6.1.A.1, 2, 5, 7; 6.2.A.4; B.1	The Constitution is a contract between the American people and their government.	Why are the first three words of the Constitution “We the People?” What does government owe the people? What do people owe the government? Is there a Right of Revolution?			
6.1.A.1, 3; 6.2.A.1, 3; B.3-5; C.2, 4, 5	The United States Constitution and American political practices have adapted to address changing circumstances in America.	What conditions and circumstances in present-day America could the Founders never have imagined? What is missing from the Constitution? Does change to the Constitution come from the top-down or from the bottom up?			

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.2.A.1-3, 6-7; C.1-6	The Constitution limited the power of the national government by dividing it into three branches and creating a system of checks and balances.	<p>What would occur if all power were given to one person?</p> <p>What did James Madison mean by saying that “Ambition must be made to counteract ambition?”</p> <p>How can the people check the power of any branch of government?</p>	<p>Pretest</p> <p>Student Survey</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p>	<p>Quizzes</p> <p>Written Assignments</p> <p>Oral Presentations</p> <p>Participatory Rubrics</p> <p>Research Assignments</p> <p>Article Review</p>	<p>Projects</p> <p>Unit Test</p> <p>Mid Terms</p> <p>Final Exam</p> <p>Mock Legislative Hearings</p>
6.2.A.1, 4; C.1-4	The Constitution created a federal system that established sovereign areas of power for the national and state governments.	<p>What jobs would state governments be better at addressing?</p> <p>What jobs would national governments be better at addressing?</p>			
6.1.A.1, 5; 6.2.B.1, 2, 4; C.1, 2; D.1-5	The Bill of Rights protects American citizens from government tyranny and intrusion into our lives.	<p>What is the source of rights?</p> <p>Why were the protections offered by the Constitution not sufficient?</p> <p>What rights are protected by the Bill of Rights?</p> <p>What are “unalienable” rights?</p>			
6.2.A.4; C.4	The Constitution gives the rights and powers not delegated to the federal government to the people and the states.	<p>How might the Constitution exacerbate conflict between branches, states, and citizens?</p> <p>What tools does the Constitution provide to help branches, states, and citizens resolve conflicts and different interpretations?</p>			
6.2.A.5; B.6; D.1, 3, 4, 5	The responsibility of civic participation is a fundamental principle of American Democracy.	<p>What is a citizen?</p> <p>What responsibilities does a citizen have?</p> <p>Can a democratic republic survive with a disinterested, inactive citizenry?</p>			

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1.A.5, 7; 6.2.A.5; B.6; D.1, 3-5; E.1, 4	Active civic participation will be essential to facing the challenges to our American Constitutional Democracy and the world in the twenty first century.	<p>Do the principles established in the Constitution still address today’s challenges?</p> <p>What changes would you make to the Constitution to make it more relevant?</p>	<p>Pretest</p> <p>Student Survey</p> <p>Oral Questions/ Discussion</p> <p>Anticipatory Set Questions</p>	<p>Quizzes</p> <p>Written Assignments</p> <p>Oral Presentations</p> <p>Participatory Rubrics</p> <p>Research Assignments</p> <p>Article Review</p> <p>Interviews / Opinion Polls</p> <p>Debate</p>	<p>Projects</p> <p>Unit Test</p> <p>Mid Terms</p> <p>Final Exam</p> <p>Mock Legislative Hearings</p> <p>Creation or four part portfolio</p> <p>Simulated public hearing</p> <p>Project Citizen Competition and showcase</p>
6.1.A.2, 5, 6; 6.2.A.5; B.2; D.4, 5	The preservation and healthy functioning of our democracy requires that citizens play an active role in a system of self-government.	<p>What are the differences between the private sphere, civil society and government?</p> <p>What is the role of public policy in dealing with common problems of society?</p> <p>How true is Justice Louis D. Brandies’ assertion that “the only title in our democracy superior to that of president is that of citizen?”</p>			

**Freehold Regional High School District
Course Proficiencies and Pacing
Honors “We the People”**

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: Philosophical and Historical Foundations of the American Political System	<p>The Founders of the American nation were heirs to philosophical and historical traditions.</p> <p>Unit Goal(s):</p> <ol style="list-style-type: none"> Students will be able to recognize and explain the important historical and philosophical traditions that influenced the writing of the U.S. Constitution and evaluate the basic fundamental principles of American Constitutional Democracy. 	<p>5 weeks Congressional Hearing Competition Participation: 3 weeks</p>
Unit #2: Creation of the United States Constitution	<p>The founding documents of the United States were the Declaration of Independence and the Constitution. The Constitution is a contract between the American people and their government.</p> <p>Unit Goal(s):</p> <ol style="list-style-type: none"> Students will be able to evaluate and detail the underlying political philosophy and the process under which the Constitution was written. 	<p>4 weeks Congressional Hearing Competition Participation: 4 weeks</p>
Unit #3: Values and Principles of the Declaration of Independence and the United States Constitution	<p>The United States Constitution and American political practices have adapted to address changing circumstances in America.</p> <p>Unit Goal(s):</p> <ol style="list-style-type: none"> Students will be able to differentiate between the written Constitution and unwritten constitutional practices that allowed America to adapt. 	<p>4 weeks Congressional Hearing Competition Participation: 3 weeks</p>
Unit #4: American Political Institutions and Practices	<p>The Constitution limited the power of the national government by dividing it into three branches and creating a system of checks and balances. The Constitution created a federal system that established sovereign areas of power for the national and state governments.</p> <p>Unit Goal(s):</p> <ol style="list-style-type: none"> Students will be able to detail the three branches of American government and explain how they embody key constitutional principles. Students will be able to evaluate the dynamic character of American federalism. 	<p>4 weeks Congressional Hearing Competition Participation: 4 weeks</p>
Unit #5: The Expanding Bill of Rights	<p>The Bill of Rights protects American citizens from government tyranny and intrusion into our lives. The Constitution gives the rights and powers not delegated to the federal government to the people and the states.</p> <p>Unit Goal(s):</p> <ol style="list-style-type: none"> Students will be able to develop an understanding of why the rights contained in the Bill of Rights and subsequent amendments are so important to Americans, and why the interpretation and application of these rights is often controversial. 	<p>5 weeks Congressional Hearing Competition Participation: 4 weeks</p>

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #6: American Constitutional Democracy in the Twenty-First Century	<p>The responsibility of civic participation is a fundamental principle of American Democracy. Active civic participation will be essential to facing the challenges to our American Constitutional Democracy and the world in the twenty first century.</p> <p>Unit Goal(s):</p> <ol style="list-style-type: none"> 1. Students will be able to identify the responsibilities of citizenship and the opportunities for civic participation in local, state, and national government. 2. Students will assess the influence of the American constitutional model on other countries and future challenges facing the United States. 	<p>3 weeks Congressional Hearing Competition Participation: 3 weeks</p>
Unit #7: Project Citizen	<p>The preservation and healthy functioning of our democracy requires that citizens play an active role in a system of self-government.</p> <p>Unit Goal(s):</p> <ol style="list-style-type: none"> 1. Students will select a problem from among those they identified and work cooperatively to conduct research on the problem; propose a solution to the problem that government action; and propose an action plan they could use to influence the appropriate governmental agencies to consider and adopt their solution to the problem. 	<p>9 weeks Project Citizen Competition Participation: 13 weeks</p>

**Freehold Regional High School District
Honors “We the People”**

Unit #1: Philosophical and Historical Foundations of the American Political System

Enduring Understanding: The Founders of the American nation were heirs to philosophical and historical traditions.

Essential Questions: Why did the founders reach back for guidance?

From which period of history or tradition did the founders gain the greatest insight?

What does philosophy have to do with government?

What are “natural rights?”

Why was it necessary to declare our independence?

Unit Goal: Students will be able to recognize and explain the important historical and philosophical traditions that influenced the writing of the U.S. Constitution and evaluate the basic fundamental principles of American Constitutional Democracy.

Duration of Unit: 4 weeks (3 weeks for classes engaged in Congressional Hearing Competition)

NJCCCS: 6.1.A.1, 6.1.A.5, 6.1.A.7, 6.2.A.3, 6.2.A.5, 6.2.B.4, 6.2.C.3, 6.2.D.1, 6.2.E.14

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What did the founders think about constitutional government?</p> <p>What ideas about civic life informed the founding generation?</p> <p>What historical developments influenced modern ideas of individual rights?</p> <p>What were the British origins of American constitutionalism?</p> <p>What basic ideas about rights and constitutional government did colonial Americans hold?</p> <p>Why did American colonists want to free themselves from Great Britain?</p> <p>What basic ideas about government and rights did the state constitutions include?</p>	<ul style="list-style-type: none"> • Describe the experience of the early American colonies and analyze how it influenced development of an American character and view of government. • Evaluate Aristotle’s forms of government. • Define civic virtue and identify examples in current society. • Imagine a “state of nature.” Discuss how this influenced natural rights philosophy. • Assess the relative influence of natural rights philosophy and classical republicanism on the Declaration of Independence. • Trace the evolution of the modern idea of individual rights. • Trace the development of British constitutional government. • Explain why American colonists placed special importance to such constitutional principles such as written guarantees of rights and representative government. • Identify policies that some Americans believed violated principles of constitutional principles. Evaluate American responses. • Explain the basic ideas about government and rights that are included in the state constitutions. 	<ul style="list-style-type: none"> • Textbook • Internet • Outside material including, but not limited to John Locke’s <i>2nd Treatise of Government</i>; <i>The Virginia Declaration of Rights</i>; the <i>Declaration of Independence</i>. • Newspapers • Magazines <p>Additional Materials for Competition Classes</p> <p>Center for Civic Education, <i>We the People</i>, State Hearing Questions, Unit I</p>	<ul style="list-style-type: none"> • United States Lecture and class discussion. • Record vocabulary of each lesson in notebook. • Report current events of civic virtue. • Role-play a natural rights philosopher (using “Critical Thinking Exercise, lesson 2) • Oral presentation or jigsaw activities. • Create posters and/or power point presentations • Create timelines of European History; British History; and/or the American Revolution. <p>Additional Strategies for Competition Classes</p> <p>Formation of Competition teams as per Current Competition Rules</p> <p>Mock Legislative Hearing</p>	<ul style="list-style-type: none"> • Written tests and quizzes • Project assessments • Article summaries • Notebook assessments • Responses to discussion questions <p>Additional Strategies for Competition Classes</p> <p>Oral presentation and review of 4 minute essay responses to competition questions</p> <p>6 minute panel questioning as per competition format</p> <p>Center for Civic Education Judging Criteria Worksheets.</p>

Suggestions on how to differentiate in this unit:

Students with individual learning styles can be assisted through one-to-one teacher support, collaborative learning structures, additional testing time, and use of visual and auditory resources.

**Freehold Regional High School District
Honors “We the People”**

Unit #2: Creation of the United States Constitution

Enduring Understandings: The founding documents of the United States were the Declaration of Independence and the Constitution.

The Constitution is a contract between the American people and their government.

Essential Questions: How influential were the state constitutions on the development of the U.S. Constitution?

How did the failures of the Articles of Confederation contribute to the writers of the Constitution?

Why are the first three words of the Constitution “We the People?”

What does government owe the people?

What do people owe the government?

Is there a Right of Revolution?

Unit Goal: Students will be able to evaluate and detail the underlying political philosophy and the process under which the Constitution was written.

Duration of Unit: 4 weeks (4 weeks for classes engaged in Congressional Hearing Competition)

NJCCCS: 6.1.A.1, 6.1.A.2, 6.1.A.4, 6.1.A.5, 6.1.A.7, 6.2.A.4, 6.2.B.1, 6.2.B.4, 6.2.C.1, 6.2.C.3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What were the Articles of Confederation and why did some Founders want to change them?</p> <p>How was the Philadelphia Convention organized?</p> <p>Why was representation a major issue at the Philadelphia Convention?</p> <p>What issues did the Framers consider in designing the three branches of National Government?</p> <p>How did the delegates distribute powers between the national and state governments?</p> <p>What was the Anti-Federalist position in the debate about ratification?</p> <p>What was the Federalist position in the debate about ratification?</p>	<ul style="list-style-type: none"> • List and assess the advantages and disadvantages of the Articles of Confederation. • Identify influential participants of the Constitutional Convention and explain the process/ importance of compromise in resolving controversies of the convention. • Demonstrate how limited government was addressed. • Demonstrate how the principle of sovereignty was preserved and extended. • Take and defend a position on how effectively the framers of the Constitution addressed the issue of slavery. • Relate the process of ratification to the opening words of the preamble. • Discuss how the debate over ratification was the origin for distinction between the Federalist and Anti-Federalist. • Take and defend a position of the relevancy and validity of the Anti-Federalist arguments. • Take and defend a position on the relevancy and validity of the Federalist arguments. 	<ul style="list-style-type: none"> • Textbook • Internet • Newspapers • Magazines • Outside material including, but not limited to: <i>The Articles of Confederation;</i> <i>Northwest Ordinance</i> <i>The U.S. Constitution;</i> <i>Federalist 10;</i> <i>Federalist 51.</i> <p>Additional Materials for Competition Classes Center for Civic Education, <i>We the People</i>, State Hearing Questions, Unit 2</p>	<ul style="list-style-type: none"> • Lecture and class discussion • Record vocabulary of each lesson in notebook. • Field trip: National Constitution Center and Independence Hall, Philadelphia <p>Additional Strategies for Competition Classes</p> <p>Formation of Competition teams as per Current Competition Rules</p> <p>Mock Legislative Hearing</p>	<ul style="list-style-type: none"> • Written tests and quizzes • Project assessments • Article summaries • Notebook assessments • Responses to discussion questions <p>Additional Assessment Strategies for Competition Classes</p> <p>Oral presentation and review of 4 minute essay responses to competition questions</p> <p>6 minute panel questioning as per competition format</p> <p>Center for Civic Education Judging Criteria Worksheets</p>

Suggestions on how to differentiate in this unit:

Students with individual learning styles can be assisted through one-to-one teacher support, collaborative learning structures, additional testing time, and use of visual and auditory resources.

**Freehold Regional High School District
Honors “We the People”**

Unit #3: Values and Principles of the Declaration of Independence and the United States Constitution

Enduring Understanding: The United States Constitution and American political practices have adapted to address changing circumstances in America.

Essential Questions: What conditions and circumstances in present-day America could the Founders never have imagined?
 What allows the Constitution to adapt?
 What is missing from the Constitution?
 Does change to the Constitution come from the top-down or from the bottom up?

Unit Goal: Students will be able to differentiate between the written Constitution and unwritten constitutional practices that allowed America to adapt.

Duration of Unit: 4 weeks (3 weeks for classes engaged in Congressional Hearing Competition)

NJCCCS: 6.1.A.1, 6.1.A.3, 6.2.A.1, 6.2.A.3, 6.2.B.3, 6.2.B.4, 6.2.B.5, 6.2.C.2, 6.2.C.4, 6.2.C.5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How have amendments and judicial review changed the Constitution?</p> <p>What is the role of political parties in the constitutional system?</p> <p>How did the Civil War test and transform the American constitutional system?</p> <p>How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?</p> <p>How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?</p> <p>How has the right to vote been expanded since the adoption of the Constitution?</p>	<ul style="list-style-type: none"> • Identify the methods of amending the Constitution and the major categories of amendments. • Discuss why the framers opposed the idea of political parties and why parties formed. • Take and defend a position on the importance of political parties today. • Analyze actions taken by the Supreme Court before and during the Civil War. • Compare the Constitutions of the United States and the Confederate States of America. • Discuss amendments 13 - 15. Consider the validity of the assertion that they amount to a second constitution. • Define and explain the differences between procedural and substantive due process. • Define the concept of incorporation and describe its effect on the powers of the states. • Define and evaluate applications of “equal protection of the laws.” • Trace the expansion of the franchise throughout American History. • Relate the extension of the franchise to our founding ideas and principles. 	<ul style="list-style-type: none"> • Textbook. • Internet • Outside material including, but not limited to: <i>Federalist #78;</i> <i>Dred Scott v. Sanford;</i> Abraham Lincoln’s 1st and 2nd Inaugural Addresses; <i>The Gettysburg Address;</i> <i>Plessy v. Ferguson;</i> <i>Brown v. Board of Education.</i> <p>Additional Materials for Competition Classes Center for Civic Education, We the People, State Hearing Questions, Unit 3</p>	<ul style="list-style-type: none"> • Lecture and class discussion • Record vocabulary of each lesson in notebook. • Pro se Court • Moot Court <p>Additional Strategies for Competition Classes</p> <p>Formation of Competition teams as per Current Competition Rules</p> <p>Mock Legislative Hearing</p>	<ul style="list-style-type: none"> • Written tests and quizzes • Project assessments • Article summaries • Notebook assessments • Responses to discussion questions <p>Additional Assessment Strategies for Competition Classes</p> <p>Oral presentation and review of 4 minute essay responses to Competition questions</p> <p>6 minute panel questioning as per competition format</p> <p>Center for Civic Education Judging Criteria Worksheets.</p>

Suggestions on how to differentiate in this unit:

Students with individual learning styles can be assisted through one-to-one teacher support, collaborative learning structures, additional testing time, and use of visual and auditory resources.

**Freehold Regional High School District
Honors “We the People”**

Unit #4: American Political Institutions and Practices

Enduring Understandings: The Constitution limited the power of the national government by dividing it into three branches and creating a system of checks and balances.

The Constitution created a federal system that established sovereign areas of power for the national and state governments.

Essential Questions: What would occur if all power were given to one person?
 What did James Madison mean by saying that “Ambition must be made to counteract ambition?”
 How can the people check the power of any branch of government?
 What jobs would state governments be better at addressing?
 What jobs would national governments be better at addressing?

Unit Goal: Students will be able to detail the three branches of American government and explain how they embody key constitutional principles.
 Students will be able to evaluate the dynamic character of American federalism.

Duration of Unit: 4 weeks (4 weeks for classes engaged in Congressional Hearing Competition)

NJCCCS: 6.2.A.1, 6.2.A.2, 6.2.A.3, 6.2.A.4, 6.2.A.6, 6.2.A.7, 6.2.C.1, 6.2.C.2, 6.2.C.3, 6.2.C.4, 6.2.C.5, 6.2.C.6

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is the role of Congress in American constitutional democracy? How does Congress perform its functions in the American constitutional system? What is the role of the president in the American constitutional system? How are national laws administered in the American constitutional system? What is the role of the Supreme Court in the American constitutional system? How does American federalism work?	<ul style="list-style-type: none"> • Compare the American Congress with the British Parliament. • Identify constitutional sources of congressional power. • Describe the process through which proposed legislation becomes law. • Explain why compromise is essential in the lawmaking process. • Identify the President’s constitutional powers, responsibilities, and limits. • Analyze the evolution of the office of the Presidency and its relative strength today. • Discuss the range of governmental functions of and limits upon administrative agencies. • Explain the differences between the Supreme Court’s original and appellate jurisdiction. • Analyze the four methods of constitutional interpretation used by the justices. • Explain the limits the power of the Supreme Court • Explain how American federalism involves divided sovereignty. 	<ul style="list-style-type: none"> • Textbook • Internet Outside material including, but not limited to: <i>Federalist #47;</i> <i>Federalist #48;</i> <i>Federalist #70;</i> <i>Federalist #78.</i> <p>Additional Materials for Competition Classes</p> <p>Center for Civic Education, <i>We the People</i>, State Hearing Questions, Unit 4</p>	<ul style="list-style-type: none"> • Lecture and class discussion • Record vocabulary of each lesson in notebook. • Criminal and Civil Mock Trials <p>Additional Strategies for Competition Classes</p> <p>Formation of Competition teams as per Current Competition Rules</p> <p>Mock Legislative Hearing</p>	<ul style="list-style-type: none"> • Written tests and quizzes • Project assessments • Article summaries • Notebook assessments • Responses to discussion questions <p>Additional Assessment Strategies for Competition Classes</p> <p>Oral presentation and review of 4 minute essay responses to competition questions</p> <p>6 minute panel questioning as per competition format</p> <p>Center for Civic Education Judging Criteria Worksheets</p>

Suggestions on how to differentiate in this unit:
 Students with individual learning styles can be assisted through one-to-one teacher support, collaborative learning structures, additional testing time, and use of visual and auditory resources.

**Freehold Regional High School District
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Unit #5: The Expanding Bill of Rights

Enduring Understandings: The Bill of Rights protects American citizens from government tyranny and intrusion into our lives.

The Constitution gives the rights and powers not delegated to the federal government to the people and the states.

Essential Questions: What is the source of rights?

Why were the protections offered by the Constitution not sufficient?

What rights are protected by the Bill of Rights?

What is an “unalienable” right?

How might the Constitution exacerbate conflict between branches, states, and citizens?

What tools does the Constitution provide to help branches, states, and citizens resolve conflicts and different interpretations?

Unit Goal: Students will be able to develop an understanding of why the rights contained in the Bill of Rights and subsequent amendments are so important to Americans, and why the interpretation and application of these rights is often controversial.

Duration of Unit: 5 weeks (4 weeks for classes engaged in Congressional Hearing Competition)

NJCCCS: 6.1.A.1, 6.2.A.4, 6.1.A.5, 6.2.B.1, 6.2.B.2, 6.2.B.4, 6.2.C.1, 6.2.C.2, 6.2.C.4, 6.2.D.1, 6.2.D.2, 6.2.D.3, 6.2.D.4, 6.2.D.5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the Bill of Rights and what kinds of rights does the U.S. Bill of Rights protect?</p> <p>How does the First Amendment affect the establishment and free exercise of religion?</p> <p>How does the First Amendment protect freedom of expression?</p> <p>How does the First Amendment protect the freedom to assemble, petition and associate?</p> <p>How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?</p> <p>How do the Fifth, Sixth, and Eighth Amendments protect rights within the judicial system?</p>	<ul style="list-style-type: none"> • Examine the Constitution and its amendments. Identify which of the rights are held by individuals, groups, or institutions. • Distinguish between personal, economic, and political rights, as well as positive and negative rights. • Identify differences between the establishment and free exercise clauses. Take and defend a position on current issues arising from these clauses. • Examine the benefits of freedom of speech for the individual and society. • Debate when government can legitimately restrict these rights of expression. • Explain the importance of the rights of assembly, petition, and association. Take and defend a position on the relative power of individual and collective expression. • Explain Amendments 4-5 increases the protection of individual citizens. • Identify the stages of the criminal justice process and applicable amendments. 	<ul style="list-style-type: none"> • Textbook • Internet: www.oyez.org • Outside material including, but not limited to: <i>Virginia Declaration of Rights;</i> <i>U.S. Bill of Rights;</i> <i>T.L.O. v. New Jersey;</i> <i>Miranda v. Arizona;</i> <i>Brandenburg v. Ohio.</i> <p>Additional Materials for Competition Classes</p> <p>Center for Civic Education, <i>We the People</i>, State Hearing Questions, Unit 5</p>	<ul style="list-style-type: none"> • Lecture and class discussion • Record vocabulary of each lesson in notebook. • Moot Court Hearings <p>Additional Strategies for Competition Classes</p> <p>Formation of Competition teams as per Current Competition Rules</p> <p>Mock Legislative Hearing</p>	<ul style="list-style-type: none"> • Written tests and quizzes • Project assessments • Article summaries • Notebook assessments • Responses to discussion questions <p>Additional Assessment Strategies for Competition Classes</p> <p>Oral presentation and review of 4 minute essay responses to competition questions</p> <p>6 Minute panel questioning as per competition format</p> <p>Center for Civic Education Judging Criteria Worksheets</p>
<p>Suggestions on how to differentiate in this unit: Students with individual learning styles can be assisted through one-to-one teacher support, collaborative learning structures, additional testing time, and use of visual and auditory resources.</p>				

**Freehold Regional High School District
Honors “We the People”**

Unit #6: American Constitutional Democracy in the Twenty-First Century

Enduring Understandings: The responsibility of civic participation is a fundamental principle of American Democracy. Active civic participation will be essential to facing the challenges to our American Constitutional Democracy and the world in the twenty first century.

- Essential Questions:** What is a citizen?
 What responsibilities does a citizen have?
 Can a democratic republic survive with a disinterested, inactive citizenry?
 Do the principles established in the Constitution still address these challenges?
 What changes would you make to the Constitution to make it more relevant?

Unit Goal: Students will be able to identify the responsibilities of citizenship and the opportunities for civic participation in local, state, and national government.

Students will assess the influence of the American constitutional model on other countries and future challenges facing the United States.

Duration of Unit: 3 weeks (3 weeks for classes engaged in Congressional Hearing Competition)

NJCCCS: 6.1.A.5, 6.1.A.7, 6.2.A.5, 6.2.B.6, 6.2.D.1, 6.2.D.3, 6.2.D.4, 6.2.D.5, 6.2.E.1, E.4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What does it mean to be a citizen?</p> <p>What is the importance of civic engagement to American constitutional democracy?</p> <p>How have civil rights movements resulted in fundamental political and social change in the United States?</p> <p>How have American political ideas and the American constitutional system influenced other nations?</p> <p>What key challenges does the United States face in the future?</p> <p>What challenges does the United States face as it participates in world affairs?</p> <p>What does returning to fundamental principles mean?</p>	<ul style="list-style-type: none"> • Explain the meaning of citizenship in the United States. • Take and defend a position on the legal and moral rights and obligations of citizens. • Relate civic engagement to the achievement of ideals examined in Units One and Two. • Identify opportunities for engagement in voluntary associations, nongovernmental organizations as well as local, state, and national politics. • Explain why some groups take concerted action to ensure recognition of their civil rights. • Take and defend a position on the role of civil disobedience in American constitutional democracy. • Identify which aspects of American constitutional democracy have and have not been influential elsewhere. • Discuss the effects of diversity and technology on the lives of Americans. • Take and defend positions on the changing expectations of America’s government and potential constitutional amendments. • Identify the constitutional responsibilities of the three branches of the national government in shaping world affairs. • Describe globalization and analyze its influence on American citizenship and participation in world affairs. 	<ul style="list-style-type: none"> • Textbook. • Internet • Outside material including, but not limited to: Alexis de Toqueville’s <i>Democracy in America</i>; <i>Universal Declaration of Human Rights</i>; <i>Letter from Birmingham Jail</i>; <i>Civil Rights Act of 1964</i>. <p>Additional Materials for Competition Classes.</p> <p>Center for Civic Education, We the People, State Hearing Questions, Unit 6</p>	<ul style="list-style-type: none"> • Lecture and class discussion • Record vocabulary of each lesson in notebook. • Field Trip: Ellis Island <p>Additional Strategies for Competition Classes</p> <p>Formation of Competition teams as per Current Competition Rules</p> <p>Mock Legislative Hearing</p>	<ul style="list-style-type: none"> • Written tests and quizzes • Project assessments • Article summaries • Notebook assessments • Responses to discussion questions <p>Additional Assessment Strategies for Competition Classes</p> <p>Oral presentation and review of 4 minute essay responses to competition questions</p> <p>6 minute panel questioning as per competition format</p> <p>Center for Civic Education Judging Criteria Worksheets</p>

Suggestions on how to differentiate in this unit:
 Students with individual learning styles can be assisted through one-to-one teacher support, collaborative learning structures, additional testing time, and use of visual and auditory resources.

**Feehold Regional High School District
Honors “We the People”**

Unit #7: Project Citizen

Enduring Understanding: The preservation and healthy functioning of our democracy requires that citizens play an active role in a system of self-government.

Essential Questions: What are the differences between the private sphere, civil society and government?

What is the role of public policy in dealing with common problems of society?

What are the requisites knowledge and skills necessary to effect change consistent with the fundamental values and principles in our American Democracy?

How true is Justice Louis D. Brandies’ assertion that “the only title in our democracy superior to that of president is that of citizen?”

Unit Goal: Students will select a problem from among those they identified and work cooperatively to conduct research on the problem; propose a solution to the problem that government action; and propose an action plan they could use to influence the appropriate governmental agencies to consider and adopt their solution to the problem.

Duration of Unit: 9 weeks (13 weeks for classes engaged in Project Citizen Competition)

NJCCCS: 6.1.A.2, 6.1.A.5, 6.1.A.6, 6.2.A.5, 6.2.B.2, 6.2.D.4, 6.2.D.5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is “public policy” and its role in local state and national government?</p> <p>What problems are there in your community or state that can be addressed by government or by government and civil society cooperatively?</p> <p>How do citizens conduct in-depth research into problems of their community or state? What resources are available for this research?</p> <p>How do citizens effectively organize and catalog their research for presentation to propose a solution?</p> <p>Is the proposed solution consistent with the federal and state constitutions?</p>	<ul style="list-style-type: none"> ● Identify and explain the five concepts useful in describing and understanding the American political system. ● Identify the private sphere, civil society and government as the three parts of American society ● Evaluate, take and defend positions on which part of society may be best suited to deal with certain problems. ● Compose a list of problems in your community and state. Identify the appropriate governmental agencies for each problem. ● Cooperatively select one problem and conduct research using a variety of resources. ● Develop a portfolio which organizes the information gathered into an action plan. ● Present the class portfolio in a public hearing. 	<ul style="list-style-type: none"> ● Textbook ● New Jersey State Constitution ● U.S. Constitution ● Local and State Newspapers ● Internet ● Elected Officers and Representatives, including but not limited to: School Board; Marlboro Mayor and Town Council; Monmouth County Freeholders; State Representatives and Governor; U.S. Representatives and senators ● Administrative Agencies ● Interest groups and community organizations 	<ul style="list-style-type: none"> ● Diagnostic surveys to clarify student knowledge and opinions. ● Small study group brainstorming and discussion. ● Community public opinion surveys. ● Phone and personal interviews. ● Documentation of information from printed publications, interviews and internet sources. 	<ul style="list-style-type: none"> ● Diagnostic surveys to clarify student knowledge and opinions. ● Four part portfolio: <ol style="list-style-type: none"> a. Explain the problem. b. Examine alternative policies to deal with the problem. c. Proposing a public policy to deal with problem. d. Develop an action plan. <p>Simulated public hearing: 4 minute oral presentation with 6 minute follow-up question period.</p>
<p>Suggestions on how to differentiate in this unit: Students with individual learning styles can be assisted through one-to-one teacher support, collaborative learning structures, additional testing time, and use of visual and auditory resources.</p>				