# Keansburg High School Social Studies Pacing Charts

## Civics

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<th>Text – Civics Government and Economics in Action</th>
<th>Prentice Hall 2009</th>
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<tr>
<td><strong>Unit 1</strong>: Foundations of Citizenship</td>
<td>19 Blocks</td>
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<td>Interval Assessment</td>
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<td><strong>Unit 2</strong>: Federal, State &amp; Local Government</td>
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Civics

The Civics course adheres to the standards established by the New Jersey Core Curriculum Content Standards. This course reinforces cultural, economic, political, and social developments that shape our national government. After completing this course, students will increase their understanding of the operation and components of American government, as well as the civic responsibilities of an American citizen. These concepts will be reinforced through analysis of historical evidence, interpretation of modern issues and current events.

Unit 1: Foundations of Citizenship

19 Blocks

Driving Questions

- What is government and what can it do?¹
- How have the basic values and principles of American democracy changed and in what ways have they been preserved?²
- Why have the roles and responsibilities of U.S. citizens changed?³
- Can the rights of American citizens ever cause conflict among them?⁴
- How can citizens and groups participate effectively in the democratic process?⁵
- How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?⁶

NJCCCS

Standard 6.1 Social Studies Skills Standard
All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography and economics

- 12.A: Social Studies Skills
  - 2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
  - 4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias

Standard 6.2 Civics
All Students will know, understand and appreciate the values and principles of American Democracy and the rights, responsibilities and roles of a citizen in the nation and the world

- 12.A: Civic Life, Politics and Government
  - 3. Analyze how individual responsibility and commitment to law are related to the stability of American society
  - 5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good

- 12.B: American Values and Principles
  - 5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).
  - 6. Explore the importance and presence of voluntarism and philanthropy in America and examine the role of organizations such as the American Red Cross, the Salvation Army, the Rotary.

- 12.D: Citizenship
  - 1. Evaluate the characteristics needed for effective participation in civic and political life.
  - 2. Compare and contrast the rights and responsibilities of government and its

¹ 6.2.A
² 6.2.B
³ 6.2.C
⁴ 6.2.D
⁵ 6.2.D
⁶ 6.2.E

- 3. Compare and contrast the benefits of American citizenship (e.g., habeas corpus, secret ballots, freedom movement and expression) with those of citizens of other nations, including democratic and non-democratic countries.
- 5. Discuss how citizens can participate in the political process at the local, state, or national level (e.g., registering to vote, voting, attending meetings, contacting a representative, demonstrating, petitions, boycotting) and analyze how these forms of political participation influence public policy.

SWBAT Objectives

- Chapter 1 A Portrait of Americans
  - How does our varied ages, environments and backgrounds define what is an American citizen
  - How have other populations helped to define the American identity
  - What unites our diverse population into one nation
- Chapter 2 American Society and Its Values
  - Why do people form groups, and what are their major forms
  - What is the value of family, education and religion in the forming of your personality
  - What are the characteristics of the American economy and how do you fit into it
  - What is the purpose of government and law under the government
- Chapter 3 The Meaning of Citizenship
  - Why and how does a person become a citizen and what are the benefits thereof
  - What are the rights, duties, and obligations of a citizen
  - What are social roles, and how is citizenship one of these roles that you play

Suggested Materials

- Chapters
  - 1 – A Portrait of Americans
  - 2 – American Society and Its Values
  - 3 – The Meaning of Citizenship
- Films
  - Short Circuit 2

Suggested Activities

Additional materials can be found in Teacher Binders and supplemental Teaching Guides

- Attaining Citizenship

Objective:
Learners will demonstrate understanding of the various components of US citizenship and the difficulty involved in attaining such a state

Assignment:
Part 1
Students will generate a list of components necessary to be an American
Part 2
Students will be given parts of the United States Citizenship Test

Part 3
Students will create a *Resource Guide* for potential citizens collecting films, websites, books and activities every American needs to be familiar with in order to assure their passing the citizenship test

- Primary source document exercises
- Departmental PowerPoints integrating United Streaming and Discovery Education supplemental films and images
- Note taking worksheets
- Differentiated instructional activities
- Guided reading activities

Assessments

- Quizzes
- Tests
- Presentations & Projects
- Interim and Benchmark Assessments

Accommodations

- Testing modifications as stated in student IEP
- Unit appropriate films as indicated in *Suggested Materials* for visual reinforcement
- Provide summaries of specific materials as needed
- Clarify, repeat, reword directions as needed
- Writing assignment differentiated accordingly to meet the needs of students
- Preferential seating
- Positive reinforcement/ encourage student accountability
- Small group/ one-on-one instruction
- Provide study guides as needed
- Progress reports; phone calls home to ensure student success
Unit 2: Federal, State & Local Government

Driving Questions

- What is government and what can it do?\(^7\)
- How does the government established by the Constitution embody the purposes, values and principles of the American dream?\(^8\)
- How can a government decision be based on a Constitution that does not explicitly state the answer? \(^9\)
- What is the formal and informal relationship of the United States to other nations? \(^10\)

NJCCCS

Standard 6.1 Social Studies Skills Standard
All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography and economics

- 12.A: Social Studies Skills
  - 6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.
  - 7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.

Standard 6.2 Civics
All students will know, understand and appreciate the values and principles of American Democracy and the rights, responsibilities and roles of a citizen in the nation and the world

- 12.A: Civic Life, Politics and Government
  - 1. Analyze how reserved and jointly held powers in the United States Constitution result in tensions among the three branches of government and how these tensions are resolved (e.g., Marbury v. Madison-1803; Federalist #78; United States v. Nixon-1974, claims of Executive Privilege by Presidents Nixon, Clinton, and Bush).
  - 4. Evaluate competing ideas about the purpose of the national and state governments and how they have changed over time (e.g., the American version of federalism, the powers of the federal government and the states, differing interpretations of Article I, Sections 8-10).
  - 5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.

- 12.C: The Constitution and American Democracy
  - 1. Debate current issues and controversies involving the central ideas of the American constitutional system, including representative government (e.g., Electoral College and the popular vote), civic virtue (e.g., increasing voter turnout through registrations and campaigns), checks and balances, and limits on governmental power.
  - 2. Analyze, through current and historical examples and Supreme Court cases, the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.
  - 3. Compare the American system of representative government with systems in other democracies such as the parliamentary systems in England and France.
  - 4. Compare and contrast the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.
  - 6. Explain the federal and state legislative process and analyze the influence of lobbying, advocacy groups, and campaign finance on the development of laws and regulations.

- 12.D: Citizenship
  - 2. Compare and contrast the rights and responsibilities of government and its

4. Recommend ways that citizens can use knowledge of state or federal government policies and decision-making processes to influence the formation, development, or implementation of current public policy issues (e.g., First Amendment right to petition for redress of grievances).

**Standard 6.6 Geography**

All Students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment

- 12.E:Environment and Society
  - 6. Analyze the human need for respect for and informed management of all resources (sustainability) including human populations, energy, air, land and water to insure that the Earth will support future populations

**SWBAT Objectives**

- **Chapter 8 The Legislative Branch**
  - What are the responsibilities of and rewards for being in the Legislative branch
  - What are the powers and limits of Congress
  - What are the purposes of Congressional Committees
  - How is legislation passed or destroyed

- **Chapter 9 The Executive Branch**
  - What are the roles of the President, and why are they limited
  - What are the executive departments, and how does the President play a role in Civil Service
  - How have Presidents exerted their power, and how has this been checked

- **Chapter 10 The Judicial Branch**
  - Why are laws integral to American society
  - What are the components of the judicial system in the United States
  - What is the purpose of the Supreme Court, and what is the value of its powers

- **Chapter 11 State Government**
  - What is federalism, and how is your state involved
  - Who pays for state government and how is it organized
  - How does the executive branch of the government work at a state level
  - How does the judicial branch of the government work at the state level

- **Chapter 12 Local Government**
  - How is a county and town different, and where does local power lie
  - What is the role of local government, and where does it get its revenue
  - How do these local governments interact with the state and federal government

**Suggested Materials**

- Chapters
  - 8 – The Executive Branch
  - 9 – The Legislative Branch
  - 10 – The Judicial Branch
  - 11 – State Government
  - 12 – Local Government

- Films
Suggested Activities

Additional materials can be found in Teacher Binders and supplemental Teaching Guides

- Government Addresses Your Problems

Objective:
Learners will use their familiarity with current issues to which governmental branch and level would redress problems as illustrated in these issues, and the means by which government can be used to solve these problems

Assignment:

Part 1
Using the newspaper, students will bring in articles indicating problems that are to be dealt with through each level of government from the National to the local

Part 2
Each student will present their articles, and a summary of said presentations will be kept in student notebooks, the article that they felt most compelled to change will be analyzed for the final component

Part 3
Students will create a cover letter, finding the individual in the government who needs to be addressed to solve the issue.
A proposal of a solution will be created, including a brief explanation of the reason behind the legislation, the means of correcting the issue, a timetable for implementation
A PowerPoint to promote your idea to the public
- Primary source document exercises
- Departmental PowerPoints integrating United Streaming and Discovery Education supplemental films and images
- Note taking worksheets
- Differentiated instructional activities
- Guided reading activities

Assessments

- Quizzes
- Tests
- Presentations & Projects
- Interim and Benchmark Assessments

Accommodations

- Testing modifications as stated in student IEP
- Unit appropriate films as indicated in Suggested Materials for visual reinforcement
- Provide summaries of specific materials as needed
- Clarify, repeat, reword directions as needed
- Writing assignment differentiated accordingly to meet the needs of students
- Preferential seating
- Positive reinforcement/ encourage student accountability
- Small group/ one-on-one instruction
- Provide study guides as needed
- Progress reports; phone calls home to ensure student success
Unit 3: The American Legal System

Driving Questions

- Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?¹¹
- Can the rights of American citizens ever cause conflict among them?¹²
- How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?¹³

NJCCCS

Standard 6.1 Social Studies Skills Standard
All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography and economics

- 12.A: Social Studies Skills
  - 5. Evaluate current issues, events, or themes and trace their evolution through historical periods.
  - 6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.
  - 7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.

Standard 6.2 Civics
All Students will know, understand and appreciate the values and principles of American Democracy and the rights, responsibilities and roles of a citizen in the nation and the world

- 12.A: Civic Life, Politics and Government
  - 1. Analyze how reserved and jointly held powers in the United States Constitution result in tensions among the three branches of government and how these tensions are resolved (e.g., Marbury v. Madison-1803; Federalist #78; United States v. Nixon-1974, claims of Executive Privilege by Presidents Nixon, Clinton, and Bush).
  - 2. Apply the concept of the rule of law to contemporary issues (e.g., impeachment of President Clinton, use of Executive Privilege, recess appointments to federal courts, the Senate’s advise and consent process, and the use of litmus tests).
  - 3. Analyze how individual responsibility and commitment to law are related to the stability of American society.
  - 4. Evaluate competing ideas about the purpose of the national and state governments and how they have changed over time (e.g., the American version of federalism, the powers of the federal government and the states, differing interpretations of Article I, Sections 8-10).

- 12.B: American Values and Principles
  - 2. Propose and justify new local, state, or federal governmental policies on a variety of contemporary issues (e.g., definition of marriage, voting systems and procedures, censorship, religion in public places).
  - 3. Describe historic and contemporary efforts to reduce discrepancies between ideals and reality in American public life, including Amendments 13-15, the Civil Rights Act of 1866 and 1875, the Abolitionist movement, the Civil War, and the end of slavery in the United States.
  - 4. Discuss how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington’s Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; The Gettysburg Address; President Franklin Roosevelt’s ‘Four Freedoms’ speech-1941; President Kennedy’s Inaugural Address-1961; the 17th, 19th, and 24th Amendments; Martin Luther King Jr.’s ‘I Have a Dream’ speech and the ‘Letter from Birmingham Jail’)
  - 5. Analyze the successes of American society and disparities between

¹¹ 6.2.A
¹² 6.2.D
¹³ 6.2.E
American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).

- **12.C The Constitution and American Democracy**
  - 2. Analyze, through current and historical examples and Supreme Court cases, the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power..

- **12.D: Citizenship**
  - 2. Propose and justify new local, state, or federal governmental policies on a variety of contemporary issues (e.g., definition of marriage, voting systems and procedures, censorship, religion in public places).
  - 3. Compare and contrast the benefits of American citizenship (e.g., habeas corpus, secret ballots, freedom of movement and expression) with those of citizens of other nations, including democratic and non-democratic countries.

**SWBAT Objectives**

- **Chapter 19 Laws and Our Society**
  - Why do we need order, and how does the American legal system ensure order, safety and property
  - How are laws created and how can they be changed
  - What is the difference between criminal and civil law

- **Chapter 20 Criminal and Juvenile Justice**
  - What are the types of crime in the United State and what causes them
  - How does the criminal justice system operate, how is it hindered, and what are some deterrents to crime
  - How is the juvenile justice system different from the main criminal justice system and how might it be improved

- **Chapter 21 Civil Justice**
  - What is civil law and how is it different from criminal law
  - How do civil trials work, and are there alternative to the system
  - What is the impact of civil decisions on society, and when is a civil case necessary

**Suggested Materials**

- **Chapters**
  - 19 – Laws and Our Society
  - 20 – Criminal and Juvenile Justice
  - 21 – Civil Justice

- **Films**
  - Erin Brachovich

**Suggested Activities**

*Additional materials can be found in Teacher Binders and supplemental Teaching Guides*

- **Mock Trial – Drug Testing in School**

  **Objective:** Through Participation and research learners will explore the process of the American Criminal Justice system to better understand its purpose and process

  1. Students will express their opinions about drug testing in schools.
  2. Students will examine arguments in favor of, and against, drug testing in schools.
3. Students will consider and discuss consequences of a policy for or against drug testing in schools.

Assignment:

Drug Testing In Schools - Take A Stand

Tell students they will have an opportunity to "take a stand" on the issue of drug testing in schools. Write the following statement on the board: "Drug testing should be allowed in schools." Draw a line underneath, with polar positions printed at each end of the line. For example:

Drug testing should be allowed in schools.

Strongly in favor  Strongly against

Give students a few minutes to decide individually where their opinion about the statement "Drug testing should be allowed in schools" falls on the spectrum. Ask them to think of at least two reasons why they feel as they do.

Ask approximately 10 students to go up to the board and take a stand along the line at the point that corresponds with their opinion. Explain that if they are undecided, they should stand in the middle. (Remind them that even the "undecideds" should have a reason for why they are undecided.)

Once students are arranged along the continuum, ask them to clarify their position. Probe them for what exactly they mean. For example, ask those at the "strongly in favor" end whether they think everyone should be tested, or only those who act suspiciously. Or, are there some groups, like student athletes or students with disciplinary histories, who should be randomly tested? Do those at the other end think no one should ever be tested, in any circumstances?

As students describe their positions, fill in the positions along the line with more descriptive words. For example:

Strongly in favor  Strongly against

Test everyone  Random testing of everyone
Test suspicious only  Never test

As students clarify and describe their positions, tell them that they are free to move to the point along the line that most accurately describes their opinion, and that it is okay to change positions, as they listen to each other.
At this point, ask students to give reasons for their opinions. Encourage discussion from the rest of the class by asking if anyone else in the class supports that position, and if they have any additional reasons to support that view. Again, encourage students to move if they are swayed by arguments given by other students. Encourage a dialogue between students at either end of the continuum, and with students sitting down. To encourage serious consideration of opposing points of view, ask students what argument opposite from theirs is most persuasive or makes them think twice. Spend about 25 minutes on this activity.

Ask the students to sit down. Continue the discussion by asking about consequences of different positions along the continuum. For example, what would happen if schools decided to test all students for drugs? Would drug use be reduced?

To conclude, have students write a paragraph about their position and reasons.

The most recent U.S. Supreme Court decision in this area is Vernonia v. Acton, 515 U.S. 646 (1995). The Court ruled that the Fourth Amendment permitted a school policy that prevented students from participating in interscholastic sports unless they agree to random drug testing. In this case, James Acton, who was a seventh grader during the 1991-92 school year, applied to be on football team. He was given a drug-test consent form for him and his parents to sign. This was done for every student trying out for sports. No one suspected James of using drugs. He and his parents refused to sign the form and he was then suspended from interscholastic athletics. The Actons sued the school district. However, the Supreme Court ruled against the Actons, stating that students have a reduced expectation of privacy and should expect intrusions on their normal rights and privileges when they choose to participate in high school athletics. The Court used a balancing test. It weighed the students’ privacy interests against the interests of the school district in providing a drug-free environment. The Court also pointed out the athletes regularly change clothes in front of each other and can expect to have less privacy. Because the Actons had also claimed that the drug testing violated the Oregon constitution, the U.S. Supreme Court sent the case back to the circuit court to decide whether the testing program violates the search and seizure protections of the Oregon constitution.

In Willis v. Anderson Community School Corporation, 158 F.3d 415 (7th Cir. Ind. 1998), a federal circuit court ruled that a policy allowing drug testing for any high school student who is suspended for fighting to be a violation of the 4th Amendment, and indicated that a suspicion-based system was required for drug testing occasioned by fighting.

In Todd v. Rush County Sch., 139 F. 3d 571 (7th Cir. Ind. 1998), cert. denied, Todd v. Rush County Sch. 142 L. Ed. 2d 53 (1998), the 7th Circuit Court of Appeals upheld a drug testing program under which all students who wish to participate in extracurricular activities must consent to random and suspicionless urine testing for alcohol, unlawful drug, and cigarette
usage. Extracurricular activities include athletic teams, Student Council, Foreign Language Clubs, Fellowship of Christian Athletes, Future Farmers of America Officers and the Library Club. The court indicated that the linchpin of this drug testing program is to protect the health of the students involved. The court stated, "the plague of illicit drug use which currently threatens our nation's schools adds a major dimension to the difficulties the schools face in fulfilling their purpose—the education of our children. If the schools are to survive and prosper, school administrators must have reasonable means at their disposal to deter conduct which substantially disrupts the school environment."

- Mock Trial – Housing Law

*Objective*: Through Participation and research learners will explore the process of the American Criminal Justice system to better understand its purpose and process

1. Students will express their opinions about housing law.
2. Students will explain and justify their opinions.
3. Students will appraise Washington housing law and compare the state of the law with their opinions.

*Assignment:*

**Pass out Handout** 1. Explain they are to indicate whether they agree, disagree, or are undecided about each statement on Handout 1.

Note: This lesson is an ideal way to introduce the topic of housing law. The judge need not express his or her personal opinion when debriefing the opinion poll.

**Tell students** they are being asked for their opinions, not what the law is. Explain that if their answer is not in agreement with the state of the law, it does not make it wrong. Remind them they will be asked to give reasons for their opinions. Allow students time to complete the poll individually. (Allow 5-10 minutes.)

**Debrief student opinions.** First, develop a class composite by taking a show of hands for responses to each statement. Keep a chart on the board to record student responses. For example:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>2.</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>
rather than just yourself and the students, by asking students to respond to opinions opposite from their own.

**After discussion of opinions** about each statement, tell students what the state of the law in Washington is in regard to the statement. When students' opinions vary from the law, ask whether they think the law should be changed. What could they do to impact that process? (Their answers might include to write to their legislator, vote, run for office when eligible, etc.) Allow 30-35 minutes for the debriefing of all questions.

**Washington Law Applicable to Opinion Poll Statements:**

1. **Statement:** An owner of rental property should be able to rent to whomever s/he wishes.

   **Law:** An owner is prohibited by anti-discrimination statutes from refusing to rent to, or deal with, certain classes of individuals. There are federal, state, and local anti-discrimination laws. The state and local laws are often broader than the federal law. Washington state law prohibits discrimination on the basis of sex, marital status, race, creed, color, national origin, the presence of any sensory, mental or physical handicap, or the use of a trained guide dog by a blind or deaf person. (List these on the board; they will be relevant to examples 7-12.) Owners are not, however, prevented from discriminating against individuals who are not covered by the law.

2. **Statement:** If I want to smoke dope in my house, my landlord has no right to interfere.

   **Law:** Washington has a law that allows landlords to evict tenants for "drug-related activity," which includes the use of any illicit drug on the premises. If drugs are being manufactured, stored or sold on the premises with the landlord's knowledge, the police may have the right to confiscate and sell the house.

3. **Statement:** I own a run-down house, with no heat and broken windows. A homeless family offers to rent it for $100 per month; I agree. The building inspector now says I must make the house fit to live in. I should have the right to evict the tenants and should not be required to fix up my house.

   **Law:** The Washington Residential Landlord-Tenant Act requires all landlords to maintain leased property in accordance with local housing codes. If a landlord knowingly rents property that is in violation of local housing codes, or that has been condemned, the tenant is entitled to recover either three months' rent or three times the damages sustained as a result of the violation.
which broke last week. She should be allowed to withhold rent until
the refrigerator is fixed.

Law: Washington law does not allow rent withholding, but does give
tenants other alternatives to pressure landlords to make repairs.
Under the Landlord-Tenant Act, the landlord is required to fix the
refrigerator within 72 hours after notification of the problem. If the
landlord does not fix it within that time, the tenant may either move
out, repair and deduct the cost of the repair from her rent, or
deposit her rent in escrow. The law should be consulted for details.

5. **Statement:** Landlords should have the right to check on their
   tenants at any time, without giving notice, in order to ensure the
tenants are following the rules written in the lease.

Law: Washington law guarantees that tenants are entitled to
privacy and that landlords may not enter the leased property without
giving two days' notice, unless there is an emergency. Only one
day's notice is necessary if the landlord is showing the apartment to
a prospective tenant or purchaser.

6. **Statement:** Andre has organized the tenants in his apartment
   building to demand that the landlord fix the elevator, which has
   been broken for a month. The landlord has the right to raise Andre's
   rent when his lease is up next month.

Law: Washington law protects tenants from retaliation by a
landlord. Because Andre is engaged in activity permitted by the law
(requesting that the landlord maintain common areas, which the
landlord is obligated to do anyway), he should not be punished by
the landlord. State law provides that if the landlord raises the rent,
or evicts a tenant within 90 days after the tenant exercises a right
guaranteed by the law, the landlord is deemed to be acting in
retaliation.

7. **Statement:** Chen owns an apartment building and shows an
   apartment for rent to Sophia. Chen decides not to rent to Sophia
   after he learns that she is an opera singer; he thinks she might
disturb other tenants. Chen has the right to exclude Sophia just
because she is an opera singer.

Law: Since opera singers are not a protected class under any of the
anti-discrimination laws, Chen can probably exclude Sophia, because
she might actually disturb tenants. This example and the next are
included to point out that the laws prohibit discrimination against
only those groups, or classes of individuals, specifically mentioned in
the statute.

8. **Statement:** Chen then interviews Marilyn, a very attractive blonde.
   He refuses to rent to her because he has heard that blondes have
lots of wild parties. Chen has a right to exclude Marilyn because she
is a blonde.
Law: Again, the anti-discrimination laws do not prohibit discrimination against blondes. The laws do, however, prohibit discrimination on the basis of sex, so if Marilyn can show that Chen would have rented to a blonde man, she might have a case.

9. Statement: Finally, Chen interviews William, who is infected with the AIDS virus. Chen refuses to rent to William because he has AIDS. Chen has a right to exclude William for this reason.

Law: Chen is barred by both the federal and state fair housing laws from discriminating against William because he has AIDS. Those who have AIDS or are HIV positive are included under the definition of "disabled."

10. Statement: Carlos has a very well-behaved dog. Ellen refuses to rent to Carlos unless he gets rid of the dog. Ellen is entitled to enforce her "no pets" policy.

Law: A landlord is free to exclude pets, unless it is a guide dog for a disabled person.

11. Statement: Karl is blind and has a guide dog. Ellen refuses to rent to Karl, stating that no pets are allowed in her apartments. Ellen is entitled to enforce her "no pets" policy.


12. Statement: Lisa is in a wheelchair and needs assistance to open doors at the movie theater. Her wheelchair also sometimes strikes other patrons as she goes down the aisle. The theater owner has the right to refuse to admit Lisa.

Law: This example is based on a case in Tacoma. The hearing examiner ruled that the theater had unfairly discriminated against Lisa, and violated Tacoma's human rights ordinance, by treating her differently from other customers. The Americans With Disabilities Act, passed in 1990, requires public accommodations (which includes movie theaters) to provide access to disabled individuals unless that access poses a direct threat to the health or safety of others, if the denial is the result of applying a legitimate eligibility criteria, or if the denial results from an inability to modify policies, practices or procedures without a fundamental alteration of the nature of its business or the imposition of an undue burden. Clearly, this would not impose an undue burden on the business to provide a viewing area in the theatre and to provide assistance getting through the doors.

13. Statement: Nancy loves flowers and has flowers in pots all around
she refuses. The landlord should be able to evict Nancy for not removing the flowers.

**Law:** This example is loosely based on a real case from King County. Landlords can evict tenants on month-to-month leases for no reason, unless the municipality has a "just cause" eviction law, such as the Just Cause Eviction Ordinance in the city of Seattle.

**Ask students where they can go** if they have problems with their landlord, or questions about a housing law problem.

Students could call the nearest legal services office for people who live at or below the federal poverty level. These services have been drastically cut over the past few years. In 1995, Columbia Legal Services was formed from the merger of the prior legal services offices. A new entity, Northwest Justice Project was created to obtain federal funds in order to offer legal services to the poor.

Columbia Legal Services has seven offices: Seattle, Tacoma, Spokane, Wenatchee, Yakima, Everett, and Olympia. With much reduced resources, Columbia Legal Services promotes effective civil legal services to the poor through three strategies: Presence: (a) being aware of the most critical and compelling needs of poor clients; (b) deterring unlawful behavior that violates legal rights of poor people; (c) engaging the clients and community to enable the low-income community to better meet essential needs; (d) maintain long-term political viability for civil legal services delivery system.

*Responsiveness* to vulnerable populations/ special needs clients/ imposition of ideologically based restraints on full-range legal representation of poor clients.

*Statewide coordination, training and support* to strengthen high quality performance standards and effective, economical delivery of legal services.

In 1996, Northwest Justice Project (NJP) began a toll-free client referral and advice system, name "CLEAR." Small client service offices have been set up around the state.

Students could also contact the Tenant's Union, the Washington State's Attorney General's Office, or the Washington State Bar Association Lawyer Referral Service. The Washington State Human Rights Commission handles complaints about discrimination in housing; their number is 1-800-233-3247. List other resources in the community.

**Finally, review by asking students** what they have learned about housing law. List responses on the board. Possible responses include:

- Property owners are prohibited by law from discriminating against certain classes of persons.
Landlords can evict tenants for drug-related activity.
Landlords are required by law to maintain their rental property up to a certain standard.
There is a law that governs the relationship between residential landlords and their tenants. If they have detailed questions, they should consult a lawyer. (Refer to the resources above.)

Since the opinion poll is designed to introduce the students to some of the issues that will be addressed in the Housing and the Consumer Chapter and Discrimination Chapter of Street Law, the teacher may want to ask students to keep a record of their opinions and attitudes now, so they can compare them to their opinions after the chapter is completed.

Handout 1
Housing Law Opinion Poll

Directions: Read the statements below and decide whether you agree (A), are undecided (U), or disagree (D). Be prepared to give reasons for your opinion.

______1. An owner of rental property should be able to rent to whomever s/he wishes.
______2. If I want to smoke dope in my house, my landlord has no right to interfere.
______3. I own a run-down house, with no heat and broken windows. A homeless family offers to rent it for $100 per month; I agree. The building inspector now says I must make the house fit to live in. I should have the right to evict the tenants and should not be required to fix up my house.
______4. Alphretta's landlord refuses to fix her refrigerator, which broke last week. She should be allowed to withhold rent until the refrigerator is fixed.
______5. Landlords should have the right to check on their tenants at any time, without giving notice, in order to ensure the tenants are following the rules written in the lease.
______6. Andre has organized the tenants in his apartment building to demand that the landlord fix the elevator, which has been broken for a month. The landlord has the right to raise Andre's rent when his lease is up next month.
______7. Chen owns an apartment building, and shows an apartment for rent to Sophia. Chen decides not to rent to Sophia after he learned that she is an opera singer; he thinks she might disturb other tenants. Chen has the right to exclude Sophia just because she is an opera singer.
______8. Chen then interviews Marilyn, a very attractive blonde. He refuses to rent to her, because he has heard that blondes have lots of wild parties. Chen has a right to exclude Marilyn because
she is a blonde.

9. Finally, Chen interviews William, who is infected with the AIDS virus. Chen refuses to rent to William because he has AIDS. Chen has a right to exclude William for this reason.

11. Karl is blind and has a guide dog. Ellen refuses to rent to Karl, stating that no pets are allowed in her apartments. Ellen is entitled to enforce her "no pets" policy.

12. Lisa is in a wheelchair, and needs assistance to open doors at the movie theater. Her wheelchair also sometimes strikes other patrons as she goes down the aisle. The theater owner has the right to refuse to admit Lisa.

13. Nancy loves flowers and has flowers in pots all around her apartment, both inside and out. She is on a month-to-month lease; she has paid her rent on time during the five years she has lived in the apartment. Her landlord asks her to remove the flowers; she refuses. The landlord should be able to evict Nancy for not removing the flowers.

- Primary source document exercises
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- Note taking worksheets
- Differentiated instructional activities
- Guided reading activities

Assessments

- Quizzes
- Tests
- Presentations & Projects
- Interim and Benchmark Assessments

Accommodations

- Testing modifications as stated in student IEP
- Unit appropriate films as indicated in Suggested Materials for visual reinforcement
- Provide summaries of specific materials as needed
- Clarify, repeat, reword directions as needed
- Writing assignment differentiated accordingly to meet the needs of students
- Preferential seating
- Positive reinforcement/ encourage student accountability
- Small group/ one-on-one instruction
- Provide study guides as needed
- Progress reports; phone calls home to ensure student success
Unit 4: People in Politics, Politics in the World

Driving Questions

- What is the formal and informal relationship of the United States to other nations?14
- What social, political, and economic opportunities and problems arise when cultures interact?15
- As a nation of immigrants, how should immigration best be regulated?16
- Is it likely that the United States will remain world superpower in the 21st century? Why or why not?16
- Are we ethically responsible for resolving global problems?17
- Is America a land of opportunity?17
- How have individuals and groups worked to combat instances of prejudice, cruelty and discrimination?18

NJCCCS

Standard 6.1 Social Studies Skills Standard
All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography and economics
- 12.A: Social Studies Skills
  - 1. Analyze how historical events shape the modern world.
  - 2. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias
  - 5. Evaluate current issues, events, or themes and trace their evolution through historical periods.
  - 8. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.

Standard 6.2 Civics
All students will know, understand and appreciate the values and principles of American Democracy and the rights, responsibilities and roles of a citizen in the nation and the world
- 12.A: Civic Life, Politics and Government
  - 5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.
  - 6. Evaluate ways that national political parties influence the development of public policies and political platforms, including political action committees, McCain-Feingold Act, platform committees, and political campaigns.
  - 7. Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.

- 12.B: American Values and Principles
  - 6. Explore the importance and presence of voluntarism and philanthropy in America and examine the role of organizations such as the American Red Cross, the Salvation Army, the Rotary.

- 12.C The Constitution and American Democracy
  - 4. Compare and contrast the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.
  - 5. Describe the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.
  - 6. Explain the federal and state legislative process and analyze the influence of lobbying, advocacy groups, and campaign finance on the development of laws.

14 6.2.E
15 6.2.E
16 6.4.B-L
17 6.4.B-L
18 6.4.B-L
and regulations.

- 12.D: Citizenship
  - 4. Recommend ways that citizens can use knowledge of state or federal government policies and decision-making processes to influence the formation, development, or implementation of current public policy issues (e.g., First Amendment right to petition for redress of grievances).
  - 5. Discuss how citizens can participate in the political process at the local, state, or national level (e.g., registering to vote, voting, attending meetings, contacting a representative, demonstrating, petitions, boycotting) and analyze how these forms of political participation influence public policy.

- 12.E: International Education: Global Challenges, Cultures and Connections
  - 1. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.
  - 2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.
  - 3. Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the European Union, North Atlantic Treaty Organization (NATO), the United Nations, the World Court, the Group of Seven Industrialized Nations (G7).
  - 4. Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.
  - 5. Discuss how global interconnections can have both positive and negative consequences (e.g., international companies, transfer of jobs to foreign plants, international security and access to transportation).
  - 6. Investigate a global challenge (e.g., hunger, AIDS, nuclear defense, global warming) in depth and over time, predict the impact if the current situation does not change, and offer possible solutions.
  - 7. Participate in events to acquire understanding of complex global problems (e.g., Model United Nations, international simulations, field trips to government sites).
  - 8. Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.
  - 9. Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.
  - 10. Compare and contrast common social and behavioral practices in various cultures (e.g., birth, marriage, death, gender issues, family structure, health issues).
  - 11. Participate in activities that foster understanding and appreciation for diverse cultures (e.g., world language instruction, student exchange, clubs, international forums, community service, speaker programs, arts, sports).
  - 12. Analyze the impact of communication networks, technology, transportation, and international business on global issues.
  - 13. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.
  - 14. Connect the concept of universal human rights to world events and issues.
  - 15. Compare and contrast current and past genocidal acts (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.

**SWBAT Objectives**

- **Chapter 22 Political Parties in Our Democracy**
  - How can a political party help you
  - What are the modern political parties, what are their characteristics and can they change
  - How are candidates selected

- **Chapter 23 Voting and Elections**
  - What is an informed voter and how do you become one
  - Who influences your opinion of candidates, and how do you see through the propaganda and bias
  - How does a campaign work and what is the purpose and
Chapter 24 American Foreign Policy
- What is foreign policy and what are its tools
- What are the roles of the branches of government in creating foreign policy
- How has American foreign policy changed in the last century

Chapter 25 One Nation Among Many
- What is a nation and how has the definition changed over time
- How do nations conflict and cooperate
- What are the roles of the United Nations and NGOs in the global political world

Suggested Materials
- Chapters
  - 22 – Political Parties in Our Democracy
  - 23 – Voting and Elections
  - 24 – American Foreign Policy
  - 25 – One Nation Among Many
- Films
  - Primary Colors

Suggested Activities

Additional materials can be found in Teacher Binders and supplemental Teaching Guides

Domestic Policy & You
Objective:
Through the use of the SIRS database, students will research the Patriot Act and generate a position paper supporting or condemning it.
Assignment:
Part 1
Class discussion of the needs of the government to protect the American people through legislation following the September 11th attacks. Students will create a list of possible solutions and means to ensure safety
Part 2
Presentation by in building officer of the powers of the Patriot Act and its impact on the general population
Part 3
Students will utilize the SIRS database to research the Patriot Act and write a 3 page position paper

Model UN
Objective:
Through the use of a Model United Nations scenario, learners will explore the interrelation of nations as created by the United Nations and the ramifications of decisions generated therein
Assignment:

It is sometimes helpful to think of a Model UN conference as if it were a play in which delegates are the actors and Secretariat members are the directors. The storyline of a stage show is similar to what Model UNers call the “flow of debate” – the order in which events proceed during a Model UN conference. Just like scenes in a theatrical performance, debate unfolds in several different parts. The chart below shows the various stages of debate that take place during a Model UN simulation. Being familiar with how the action will
proceed, from the first "scene" to the last, is an important way to prepare yourself for a Model UN conference.

Roll Call

The Chairperson will announce each country’s name. After delegates hear their country, they should answer "present."

Setting the Agenda

When Model UN committees have more than one topic available, the body must set the agenda to begin working on one of these issues. At this time a delegate typically makes a motion, stating "The country of [name] moves to place [topic A] first on the agenda, followed by [topic B] and then [topic C]." Once the motion has been made, three delegations must speak in favor of the motion, and three other delegations will speak against it. These speeches should alternate between those in favor and those opposed. Once these six speeches have been given, a vote is taken. Setting the agenda requires a simple majority vote.

Debate

Formal Debate: Formal debate revolves around a speakers list. The Chair begins by asking all delegates interested in addressing the other members to raise their placards. The Chair then chooses delegates to be placed on the speakers list. A country may only be on the speakers list once, but delegates may add their country to the end of the list after their speech.

Informal Debate: Informal debate involves discussion outside of the speakers list. During moderated caucuses, the Chair calls on delegates one-by-one so that each can address the committee in short speeches. During unmoderated caucuses, the committee breaks for a temporary recess so that delegates may meet with each other and discuss ideas.

1a. When the session begins, speeches focus on stating country positions and offering recommendations for action.

1b. After several countries state their positions, the committee breaks for caucuses (often in blocs) to develop regional positions.

2a. After blocs have met, speeches focus on describing bloc positions to the entire body.

2b. Writing begins as countries work together to compose draft resolutions.

3a. Delegates now make statements describing their draft resolutions to the committee.

3b. Countries and groups meet to gather support for specific draft resolutions.
4a. Delegates try to garner more support through formal speeches and invite others to offer their ideas.

4b. Delegates finalize draft resolutions.

5a. Delegates make statements supporting or disagreeing with specific draft resolutions.

5b. Draft-resolution sponsors build greater support for their resolution and look to incorporate others’ ideas through friendly amendments.

6a. Delegates present any amendments they have created.

**Close of Debate**

Once the speakers list is exhausted, the committee automatically moves to voting. Also, once a delegate feels that his or her country’s position is clear to others and that there are enough draft resolutions on the floor, he or she may make a motion to proceed into voting procedure by moving for the closure of debate.

**Voting Procedures**

Once a motion to close debate has been approved, the committee moves into voting procedure. Amendments are voted on first, then resolutions. Once all of the resolutions are voted on, the committee moves to the next topic on the agenda.

Factsheets and Nation Cards available at [http://www.un.org/cyberschoolbus](http://www.un.org/cyberschoolbus)

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