



# American Government 12<sup>th</sup> Grade

## A+ Curriculum Guide

CURRICULUM AND INSTRUCTION SUPPORT  
Updated September 25, 2021



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*Section titles above are hyperlinked. Press CTRL + click on a title to navigate directly to that section.*

## Section Descriptions

**Pacing guide** - Pacing guides are timelines showing content to cover at specific points over the course of a year. This includes all the information needed for teachers to draft lesson plans. Includes items for a particular unit such as:

- academic vocabulary lists
- common assessments
- connections to district adopted curriculum resources
- essential questions
- content standards and indicators
- critical content and skills

**Standards, strands and indicators** – These are concise, written descriptions of what students are expected to know and can do within the course. Generally, standards are first adopted by the state and then the Omaha Public Schools Board of Education adopts the final versions used for the courses.

**Scope and sequence** - *Scope* is the material or skills to be taught, and *sequence* is the order in which you teach the information. This is brief and is used as an overview of the progression of learning (e.g. K-5, 6-8, 9-12).

**Proficiency Scales/Proficiency Level Descriptors** - Proficiency scales or descriptors are written for a content standard or concept. They define what students should know and can do for each level of learning.

**Academic Vocabulary List with Definitions** – This list includes the terms that should be taught using the Marzano 6-Step Vocabulary Process and has the appropriate definitions to terms listed here. There should be approximately 90 terms per course/grade level content area for the year. Additional content specific vocabulary is listed within the Pacing Guide.

**District Adopted Resources** – This lists the core materials (textbooks, web resources, and supplemental materials) selected for the course as approved by the Omaha Public Schools Board of Education.

## Pacing Guide

### Pre-Unit One- Procedures and Routines/ Social Studies Skills

Unit Overview: This is to be taught before students begin to explore course content. Preferably this unit will begin each semester as an introduction to or review of procedures and routines. Courses that are full year should review procedures and routines at the beginning of second semester but should move forward with course content and not examine general social studies skills

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| <b>Time Frame</b>   | <b>Timeframe: 1 week, 1<sup>st</sup> and 3<sup>rd</sup> Quarter</b><br><br><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>   |
| <b>Essential Questions</b><br><br><b>Supporting Questions</b><br><br><b>Key Topics and Skills</b> | <p><b>Essential Question #1: How does a student succeed in this classroom?</b><br/> Key Topics and Skills:</p> <ul style="list-style-type: none"> <li>• Define Learning goals</li> <li>• Understand the Bell work process</li> <li>• Review Engagement Techniques</li> <li>• Define and Discuss Routines for Purposeful Movement/Materials Management</li> <li>• Review Common Grading Practices</li> </ul> <p><b>Essential Question #2: What is Social Studies?</b><br/> Key Topics and Skills:</p> <ul style="list-style-type: none"> <li>• Historical Thinking</li> <li>• Spatial Thinking</li> <li>• Economic Reasoning</li> <li>• Civic Engagement</li> <li>• Student on-line textbook accounts</li> </ul> |
| <b>Standards and Indicators</b>   | <p><b>SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.</b><br/> <b>SS HS.1.1.f</b> Analyze the foundation, structures, and functions of supranational organizations.</p>   |



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| <b>Vocabulary</b><br>Academic Vocabulary terms are taught using the Six-Step Process | <b>Academic Vocabulary</b> (to be taught throughout the course of the unit)<br>Inquiry (Developing Questions), Close Reading Primary/Secondary Documents, Artifacts<br>Data analysis (Maps, Diagrams, Graphs, Tables), Using evidence to support claims, Examining source information, Multiple Perspectives, Synthesis and Sharing, Self-Evaluation, Curriculum Based Assessment (CBA), Required Semester Project (RSP) | <b>Other Unit Specific Vocabulary</b> <ul style="list-style-type: none"> <li>• Formative/Summative Assessments -</li> <li>• Service-Learning Project</li> <li>• Finished Early Wall</li> <li>• Give Me Five</li> <li>• Word Wall</li> <li>• Readiness Wall</li> <li>• Student work models</li> </ul> |
| <b>Common Assessments</b><br><br>Assessments in <b>bold</b> are required.            | <b>Formative Assessments</b><br><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the American Government Office 365 Group.</i>  | <b>Summative Assessments</b>   |

## Unit 1: Creation and Structures of Democratic Government

Unit Overview: At its core, the Constitution lays out that the sovereignty of the United States is derived from its people and that the government's authority is limited. It seeks to protect individual freedom, while promoting equality, maintaining order, and offering opportunity for all within its borders. By replacing the Articles of Confederation, the framers validated the need for a stronger central government in order insure stability. In creating three co-equal branches to the new government, they insured that each branch checks the authority of one another. Power is to be split between the Federal, state, and local levels to maximize the participation of the electorate, which leads to contentious debate as to the authority of jurisdictions. Your voice matters; be it through the vote, petitioning the government, running for office, or protest. How does the Constitution protect your ability to engage in and with your government? How has the Constitution adapted to an ever-changing national landscape?

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| <b>Time Frame</b> | <b>Timeframe: 5 weeks, 1<sup>st</sup> and 3<sup>rd</sup> Quarter</b><br><br><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i> |
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| <p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p> | <p><b>Essential Question #1:</b> How is/is not Democracy the best option of government to ensure the nation's people are heard? (level 4)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What is 'Government' and its purpose? (level 2)</li> <li>• Is government needed? (level 3)</li> <li>• How are legitimacy and the social contract related? (level 3)</li> <li>• How do you define Democracy? (level 2)</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Define Government</li> <li>– Define Democracy</li> <li>– Discuss the historical context/philosophy, that inspired the framers in their choice of Democracy (Locke / Hobbes / Montesquieu etc. / lack of Parliamentary representation, etc.)</li> <li>– Differentiate Democracy from other forms of government</li> <li>– Differentiate direct Democracy from Republican Democracy</li> </ul> <p><b>Essential Question #2:</b> Is the United States Constitution the appropriate remedy for the concerns of a newly formed nation? Defend your answer. (level 4)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How did the Articles of Confederation fail the new nation? (level 3)</li> <li>• What compromises were made to create and ratify the Constitution? (level 2)</li> <li>• The Constitution can be amended, does this allow the Constitution the flexibility as society moves forward/changes? (level 4)</li> <li>• How does the Constitution define &amp; protect your civil rights and liberties? (level 3)</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Explain the Madisonian System</li> <li>– Explain how the Federalists differ from the Antifederalists</li> <li>– Identify the conflicts the framers had to compromise on when writing/ratifying the Constitution</li> <li>– Identify the weaknesses of the Articles of Confederation</li> <li>– Evaluate the how the Constitution establishes and protects your civil rights/liberties</li> <li>– Analyze the Bill of Rights and discuss why it exists</li> <li>– Examine the amendment process</li> </ul> <p><b>Essential Question #3:</b> How is the balance of power between the local/state and Federal governments characterized today? (level 4)</p> |
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|  | <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What is Federalism (level 2)</li> <li>• How is Federalism laid out in the Constitution? (level 3)</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Define Federalism</li> <li>– Identify the systems of government at the local and state levels</li> <li>– Identify how the Constitution lays down the foundation for Federalism</li> <li>– Evaluate which level of government (as defined by the Constitution) is best suited to handle a situation / event</li> <li>– Analyze the pros and cons of a Federal system of government</li> </ul> |  |
| <b>Standards and Indicators</b>  | <p><b>SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.</b></p> <p><b>SS HS.1.1.a</b> Examine the historical foundation that influenced the creation of the United States Constitution.</p> <p><b>SS HS.1.1.b</b> Evaluate the structure of American constitutional government.</p> <p><b>SS HS.1.2.d</b> Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.</p>  |  |
| <b>Vocabulary</b><br>Academic Vocabulary terms are taught using the Six-Step Process | <p><b>Academic Vocabulary</b> (to be taught throughout the course of the unit)</p> <p>democracy, federalism, sovereignty, confederal system, unitary system, checks and balances, separation of powers, social contract, New Jersey/Virginia Plan, federalist, anti-federalist, Articles of Confederation, Bill of Rights, ratification, Constitution, direct democracy, republican democracy</p>   | <p><b>Other Unit Specific Vocabulary</b></p> |
| <b>Common Assessments</b><br><br>Assessments in <b>bold</b> are required.            | <p><b>Formative Assessments</b></p> <p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the American Government Office 365 Group.</i></p>  | <p><b>Summative Assessments</b></p>          |



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## Unit Two: Three Branches of Government

Unit Overview: In a democracy, part of the government's role is to provide for the general welfare of those living within its borders. Elected officials must determine what is needed for the common good. The three branches of government - legislative, executive, and judicial - operate at the federal, state, and local level. They provide resources (often in the form of money, services, as well with the Bureaucracy, at all to help the country function. In this unit we will evaluate the role of each of the three branches independently, and as a whole, to determine how our system of checks and balances operates. The overarching question this unit is asking is: How do people living in the United States influence and engage with the various branches of government?

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| Time Frame | Timeframe: 5 weeks, 1 <sup>st</sup> /2 <sup>nd</sup> and 3 <sup>rd</sup> /4 <sup>th</sup> Quarter<br><br><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i> |
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| <p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p> | <p><b>Essential Question #1:</b> To what extent does the structure of the Congress allow for effective policy? (level 4)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What powers does the Constitution give to Congress? (level 2)</li> <li>• What is the role of the Legislative Branch? (level 3)</li> <li>• What are the advantages and disadvantages of a bicameral Congress? (level 3)</li> <li>• Should the lawmaking process be simplified to reduce gridlock? Why/Why Not? (level 4)</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Identify the functions of Congress.</li> <li>– Describe the differences between the House of Representatives and the Senate.</li> <li>– Identify the key members of both houses (Speaker, Majority Leader, etc).</li> <li>– Identify the standing committees in each house.</li> <li>– Analyze the responsibilities of each house.</li> <li>– Explain the Legislative Process- <i>how does a bill become law?</i></li> <li>– Evaluate how legislative checks &amp; balances impact the houses.</li> <li>– Compare the legislative process in Congress to the Nebraska Unicameral.</li> <li>– Skill: Engage and reflect on participation in civic activities.</li> </ul> <p><b>Essential Question #2:</b> How do executive departments and independent agencies support the will of the President? Which ones and to what extent? (level 4)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What is the responsibility of the Executive Branch? (level 2)</li> <li>• In what ways is the Executive Branch responsible for carrying out law? (level 3)</li> <li>• To what degree can Presidents increase their own power? (level 4)</li> <li>• Has the Executive Branch become too Powerful? Offer Evidence to support your answer. (level 4)</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Define the role &amp; responsibilities of the President.</li> <li>– Identify the ways in which Congress &amp; the Supreme Court can check presidential powers.</li> <li>– Explain the impact of executive orders.</li> <li>– Identify the organizational structure of the Executive Branch.</li> <li>– Describe the work of the Executive Departments &amp; Independent agencies.</li> <li>– Analyze the impact of an executive department through the vertical governing body (for example: Dept of Education funding nationally, state, city, district).</li> </ul> |
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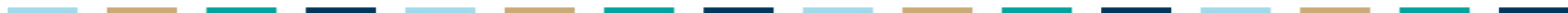


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|  | <p><b>Essential Question #3:</b> To what extent does the Supreme Court impact all people living in the United States? (level 4)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What is the role of the Supreme Court? (level 2)</li> <li>• What impact does the Judicial Branch have on the other branches? (level 3)</li> <li>• How is the Supreme Court different than other kinds of court systems? (level 3)</li> <li>• What is the impact of Marbury v Madison on the courts? (level 3)</li> <li>• How does the tenure of Supreme Court Justices and the impact of judicial review impact the nomination process? (level 4)</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Define the role of SCOTUS.</li> <li>– Describe the procedures of the Supreme Court.</li> <li>– Analyze the structures of the Federal Judiciary.</li> <li>– Identify how a case would end up in front of SCOTUS (levels of courts/appeals).</li> <li>– Explain why federal justices are appointed rather than elected.</li> <li>– Define judicial review.</li> <li>– Evaluate how SCOTUS checks the power of Congress, the President, and the states.</li> <li>– Identify the difference between civil &amp; criminal law.</li> <li>– Analyze influential SCOTUS Cases (<i>see instructional resources section for websites with key cases</i>).</li> </ul> |
| <p><b>Standards and Indicators</b></p> | <p><b>SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.</b></p> <p><b>SS HS.1.1.b</b> Evaluate the structure of American constitutional government.</p> <p><b>SS HS.1.1.c</b> Analyze the functions of United States government and its outcomes.</p> <p><b>SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.</b></p> <p><b>SS HS.1.2.a</b> Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.</p> <p><b>SS HS.1.2.c</b> Engage and reflect on participation in civic activities.</p> <p><b>SS HS.1.2.d</b> Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.</p>   |



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| <b>Vocabulary</b><br>Academic Vocabulary terms are taught using the Six-Step Process | <b>Academic Vocabulary</b> (to be taught throughout the course of the unit)<br><br><b>Legislative:</b> 2/3 override majority, bill, congressional committee, elastic clause, electoral college, electors, filibuster, gerrymandering, House of Representatives, oversight, reapportionment, redistricting, Senate, veto<br><br><b>Executive:</b> executive order, executive privilege, impeachment, presidential pardon, presidential veto, State of the Union Address, treaty<br><br><b>Judicial:</b> concurring opinion, dissenting opinion, judicial activism, judicial restraint, judicial review, majority opinion, nomination, precedent, stare decisis, Supreme Court | <b>Other Unit Specific Vocabulary</b>  |
| <b>Common Assessments</b><br><br>Assessments in <b>bold</b> are required.            | <b>Formative Assessments</b><br><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the American Government Office 365 Group.</i>  | <b>Summative Assessments</b><br><br><b>RSP Part 1</b><br><br><b>See Sharepoint for detailed instructions</b> |
| <b>Additional Notes</b>  | <b>Pacing Guide and Long-Range Unit Planner:</b> Located in <a href="#">American Government Group</a><br><br><b>OPS Technology and iPad Resources:</b> <a href="#">OPS TechHub</a><br><br><b>NE Social Studies Standards:</b> <a href="#">NDE: Social Studies Education</a><br><br><b>C3 Framework and Inquiry Based Learning:</b> <a href="#">NDE: Social Studies Inquiry</a>   |  |



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## Unit Three: Civic Participation

Unit Overview: A vibrant democracy is one in which the highest number of individuals are actively engaged. What does that participation look like? Voting and becoming educated on candidates is extremely important, but is that the only way to effect change? Protesting, signing petitions, contacting representatives, and running for office are methods to participate as well. Political parties provide a link to the political process and create a sense of community based on ideology. Are the two parties enough to represent such a diverse nation? Interest groups and political action committees also serve as linkage institutions, allowing members to turn individual advocacy into collective action. Do these groups hold too much influence in today's political environment? These are questions that the next generation of active citizens is going to have to answer. However you choose to participate in the process, your engagement helps democracy thrive. This unit proposes some ways to get involved.

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| <b>Time Frame</b> | <b>Timeframe: 4 weeks, 2<sup>nd</sup> and 4<sup>th</sup> Quarter</b><br><br><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i> |
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| <p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p> | <p><b>Essential Question #1:</b> Which Political party best represents my beliefs and why? (level 4)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What are the core beliefs of the Republican party? (level 2)</li> <li>• What are the core beliefs of the Democratic Party? (level 2)</li> <li>• Why are there only 2 major parties? (level 3)</li> <li>• How effective is the two-party system at representing all people? (level 4)</li> <li>• How does political ideology contribute to the traditions and symbols of partisans? (level 3)</li> <li>• How is party identification and participation an outward expression of ideology? (level 3)</li> <li>• Why are symbols and images chosen by parties to represent their political ideology? (level 4)</li> <li>• What are the cultural and demographic characteristics that influence partisanship? (level 4)</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Identify and discuss the major beliefs of the Republican party.</li> <li>– Identify and discuss the major beliefs of the Democratic party.</li> <li>– Analyze the two- party system and why it exists.</li> <li>– Identify demographics and geographical considerations for both parties.</li> <li>– Identify historical changes in each party.</li> <li>– Analyze the existence and purpose of third parties.</li> <li>– Skill: Engage and reflect on participation in civic activities. <ul style="list-style-type: none"> <li>- Investigate the party platforms of both major parties and determine which is most closely aligned with your beliefs.</li> <li>- Register to vote and/or learn how to be a voter advocate.</li> </ul> </li> </ul> <p><b>Essential Question #2:</b> How do/don't linkage institutions provide for choice and opportunities for participation in an effective manner? (level 4)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What are Interest Groups? (level 2)</li> <li>• What are Political Action Committees and Super PACs? (level 2)</li> <li>• What is the role of the media in influencing public opinion? (level 3)</li> <li>• How does the media use symbols and images to influence public opinion? (level 4)</li> <li>• How does bias in the media shape public opinion? (level 4)</li> <li>• How did Super PACs come into existence? (level 3)</li> <li>• How do PACs and Super PACs try to influence the political process? (level 4)</li> <li>• How does wealth and socioeconomic status provide access to political power? (level 4)</li> </ul> |
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## Key Topics and Skills:

- Identify lobbyists and explain their influence.
- Analyze Interest groups, Political action committees, Super PACs and their relationship to policy.
- Analyze *Citizens United v. FEC* and its impact on campaign spending.
- Identify media bias and media framing.
- Define and explain propaganda.
- Analyze super PAC ads and discuss the purpose.
- Identify and explain the variety of ways people can take part in civic life/political decision making (voting, protests, writing letters, money, political action committees, lobbyists, public opinion polls).
- Evaluate the media's influence on political views (propaganda, amount of coverage given to a specific topic, etc.).
- Skill: Analyze various media sources for accuracy and perspective.
  - Investigate a local/national interest group that supports an issue important to you.
  - Engage in understanding media literacy and analyze its importance to an informed electorate.

## **Essential Question #3: Is the Electoral College fair and democratic? (level 4)**

### Supporting Questions to Guide Instruction/Inquiry:

- What is the structure and function of the Electoral College? (level 2)
- What was the original intent of the Electoral College? (level 2)
- How does the electoral college impact presidential elections? (level 3)
- What are the arguments for and against the existence of the Electoral College? (level 3)
- Why has the existence of the Electoral College become a partisan issue? (level 4)
- How does the “winner take all” nature of the Electoral College contribute to a two-party system? (level 4)

## Key Topics and Skills:

- Explain the history of the Electoral college.
- Read Federalist 68 (clip) and discuss original intent.
- Identify changes contained in the 12<sup>th</sup> amendment.
- Identify how electors are chosen.
- Analyze the positives and negatives of this system.
- Evaluate “winner take all” nature of the Electoral College.
- Skill: Engage and reflect on participation in civic activities.
- Skill: Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.
  - Construct an argument discussing whether the Electoral College is fair and democratic. Defend your position with evidence.
  - Investigate your representative's position on the Electoral College and compose an email detailing whether you agree or disagree and provide evidence.



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| <b>Standards and Indicators</b>  | <p><b>SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.</b><br/> <b>SS HS.1.1.g</b> Analyze the roles that political parties have played in the United States.</p> <p><b>SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.</b><br/> <b>SS HS.1.2.a</b> Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.<br/> <b>SS HS.1.2.b</b> Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.<br/> <b>SS HS.1.2.c</b> Engage and reflect on participation in civic activities.<br/> <b>SS HS.1.2.d</b> Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.<br/> <b>SS HS.1.2.e</b> Demonstrate how individuals, groups, and the media check governmental practices.<br/> <b>SS HS.1.2.f</b> Analyze various media sources for accuracy and perspective.</p> |   |
| <b>Vocabulary</b><br>Academic Vocabulary terms are taught using the Six-Step Process | <p><b><u>Academic Vocabulary</u></b> (to be taught throughout the course of the unit)</p> <p>Advocacy, Campaign, Caucus, Conservative, Convention, Democrat, Electoral College, Electors, Interest Group, Liberal, Linkage Institutions, Lobbyist, Nomination, Political Action Committee, Political Party, Primary, Public Opinion, Public Policy, Propaganda, Republican, Super PAC, Small State Bias, Swing State, Safe State, Third Party</p>   | <p><b><u>Other Unit Specific Vocabulary</u></b></p>   |
| <b>Common Assessments</b><br>Assessments in <b>bold</b> are required.                | <p><b><u>Formative Assessments</u></b></p> <p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the American Government Office 365 Group.</i></p>   | <p><b><u>Summative Assessments</u></b></p> <p><b>Complete RSP Part 2</b></p> <p><b>See Sharepoint for detailed instructions</b></p> |



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## Unit 4: Government Policy

Unit Overview: Have you ever wondered how you can make a difference in the world you live in? Public policy compels change in a democracy. Public policy is created by government institutions, interest groups, PACS, political parties, media, and individuals in society. Public policy drives the lawmaking process. Public policy changes overtime and various government institutions have the responsibility to respond to the change. In this unit, you will study how public policy and the key components of lawmaking relate as well as the role of various political institutions.

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| <b>Time Frame</b> | <b>Timeframe: 4 weeks, 2<sup>nd</sup> and 4<sup>th</sup> Quarter</b><br><br><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i> |
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| <p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p> | <p><b>Essential Question #1:</b> What forces shape domestic policy at the federal, state and local level? (level 4)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What is public policy? (level 2)</li> <li>• How does public policy influence the law-making process? (level 3)</li> <li>• How does party ideology influence policy? (level 3)</li> <li>• What role do parties/interest groups play in forming public policy and what strategies do they use? (level 2)</li> <li>• Do parties/groups create more conflict or consensus? (level 3)</li> <li>• In advancing their own interests, do parties/groups advance the public interest? (level 4)</li> <li>• What role does the media play in influencing political decision making? (level 4)</li> <li>• How does the media serve as a check on the government as a whole? (level 3)</li> <li>• How do different levels of government interact and conflict to implement policy? (level 4)</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Define public policy and propaganda.</li> <li>– Demonstrate how some policy benefits some in society while hurting others.</li> <li>– Analyze the variety of ways, formal and informal processes, people can take part in civic life/political decision making. (voting, protests, writing letters, money, political action committees, lobbyists, public opinion polls).</li> <li>– Describe the media's influence on public policy (the amount of coverage given to a specific topic, etc.).</li> <li>– Explain how party ideology influences politicians' decision making.</li> <li>– Evaluate federalism as it relates to policy implementation.</li> <li>– Skill: Demonstrate and engage in ways you can take part in civic life to influence political decision making (even as a non-voting resident of the nation).</li> </ul> <p><b>Essential Question #2:</b> How do power, politics, and government impact the lives of people living in America? (level 4)</p> <p><i>Note: RSP Part 3 will begin during this week</i></p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How does each branch of government protect the civil rights and civil liberties of people living in America? (level 2)</li> <li>• How does the Constitution protect the civil rights and civil liberties of people living in America? (level 2)</li> <li>• How have groups, movements, or people influenced social and political change? (level 3)</li> <li>• How does media coverage affect social and political events? (level 3)</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Investigate the role the Supreme Court has played in protecting the civil rights and civil liberties of people living in America.</li> </ul> |
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- Investigate laws issued by the legislative branch to protect civil rights and civil liberties of people living in America.
- Investigate the role the Executive branch has played in protecting the civil rights and liberties of people living in America.
- Explain how the Constitution protects the civil rights and civil liberties of people living in America.
- Examine the process of becoming a naturalized citizen of the United States.
- Compare and contrast different approaches to bringing about social and political change, evaluate which ones have been most successful.
- Analyze how media coverage affects events.

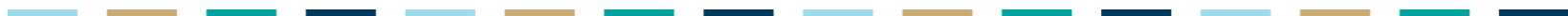
**Essential Question #3: What forces shape U.S. foreign policy? (level 4)**

**Supporting Questions to Guide Instruction/Inquiry:**

- What is foreign policy? (level 2)
- Who are the key players in the creation of foreign policy? (level 2)
- How have civilians impacted foreign policy? (level 3)
- What factors are considered when creating foreign policy? (level 3)
- What is a supranational organization? (level 2)
- If or when is war appropriate? (level 4)

**Key Topics and Skills:**

- Define Foreign policy.
- Analyze how the role of a nation changes in world affairs.
- Describe the objectives considered in creating a foreign policy (National security, Economy, Jobs, Globalization, Environmental concerns, etc).
- Identify domestic and international factors shape foreign policy decisions.
- Investigate the extent to which human rights and morality influence foreign policy.
- Evaluate when it is appropriate for a nation to engage in war.
- Describe how the U.S. justifies intervention in foreign lands and how supranational organizations are involved.



# American Government: 12<sup>th</sup> Grade

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| -  | <p><b>SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.</b><br/> <b>SS HS.1.1.b</b> Evaluate the structure of American constitutional government.<br/> <b>SS HS.1.1.c</b> Analyze the functions of United States government and its outcomes.<br/> <b>SS HS.1.1.d</b> Analyze the foundation, structures, and functions of local government and its outcomes.<br/> <b>SS HS.1.1.e</b> Analyze the foundation, structures, and functions of state government and its outcomes.<br/> <b>SS HS.1.1.f</b> Analyze the foundation, structures, and functions of supranational organizations.<br/> <b>SS HS.1.1.h</b> Analyze United States foreign policy issues.</p> <p><b>SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.</b><br/> <b>SS HS.1.2.a</b> Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.<br/> <b>SS HS.1.2.c</b> Engage and reflect on participation in civic activities.<br/> <b>SS HS.1.2.e</b> Demonstrate how individuals, groups, and the media check governmental practices.</p> |  |
| <b>Vocabulary</b><br>Academic Vocabulary terms are taught using the Six-Step Process | <p><b>Academic Vocabulary</b> (to be taught throughout the course of the unit)</p> <p>Civic Engagement/Participation, Civil Liberties, domestic policy, foreign policy, propaganda, Public Policy</p>  | <p><b>Other Unit Specific Vocabulary</b></p> <p>Interest groups, civic engagement, civil liberties</p>                       |
| <b>Common Assessments</b><br><br>Assessments in <b>bold</b> are required.            | <p><b>Formative Assessments</b></p> <p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the American Government Office 365 Group.</i></p>   | <p><b>Summative Assessments</b></p> <p><b>Complete RSP Part 3</b></p> <p><b>See Sharepoint for detailed instructions</b></p> |



## Course Standards Overview

**Standards:** At the highest level of generality, content area standards include a set of broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of students. They reflect long-term goals for learning. These comprehensive statements are not grade level specific and cover the big ideas of the course.

**Indicators:** Under each standard are indicators, which further describe what a student must know and be able to do to meet the standard. Indicators are performance, based statements that provide educators with a clear understanding of the expected level of student learning and guidance. Indicators provide guidance for an assessment of student learning. Indicators also help to distinguish expectations between grade levels.

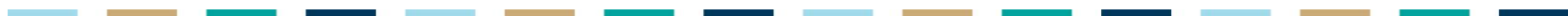
Nebraska Department of Education Content Area Standards Reference Guide:

[https://www.education.ne.gov/academicstandards/Documents/Nebraska%20Standards%20Reference%20Guide\\_Final.pdf](https://www.education.ne.gov/academicstandards/Documents/Nebraska%20Standards%20Reference%20Guide_Final.pdf)

**Organization and Structure of Nebraska's Social Studies Standards** The overall structure of Nebraska's Social Studies Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. At the broadest level, standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. Additionally, the indicators provide guidance related to the assessment of student learning. In addition to standards and indicators, the Nebraska Social Studies standards provide examples. The "For example..." statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet the learning expectations of the standards and indicators. For grades K-8, the standards and indicators are written at grade level. The K-8 standards and indicators are organized within four disciplines: Civics, Economics, Geography, and History. Within those disciplines, standards and indicators are grouped by big ideas. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005, p. 5). The high school standards and indicators are written within one grade band (HS = 9-12), and they are also organized by discipline and big ideas. Prior to each grade level and the high school grade band, a summary statement and theme are included. This provides a high-level overview of what students are expected to learn at that grade level. In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. (Source: Nebraska Social Studies Standards, 2019)

An example of the Nebraska Social Studies Standards numbering system is as follows:

|                   |                   |
|-------------------|-------------------|
|                   | <b>SS.8.1.2.a</b> |
| SS = content area |                   |
| 8 = grade level   |                   |
| 1 = discipline    |                   |
| 2 = standard      |                   |
| a = indicator     |                   |



## Scope and Sequence

|                | 5 <sup>th</sup> Grade<br>Early U.S. History   | 6 <sup>th</sup> Grade<br>Ancient and Medieval World   | 7 <sup>th</sup> Grade<br>Eastern Hemisphere   | 8 <sup>th</sup> Grade<br>U.S. History  |
|----------------|---|---|---|--|
| Social Studies | <b>Civics</b><br><b>SS 5.1.1 Synthesize and justify the structure and function of the United States government.</b> (6 indicators)<br><b>SS 5.1.1.a</b> Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.<br><b>SS 5.1.1.b</b> Identify and explain the structure and functions of the three branches of government.<br><b>SS 5.1.1.c</b> Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population.<br><b>SS 5.1.1.d</b> Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.<br><b>SS 5.1.1.e</b> Justify the principles of the American Republic.<br><b>SS 5.1.1.f</b> Analyze and contrast forms of government.<br><br><b>SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life.</b> (6 indicators)<br><b>SS 5.1.2.a</b> Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.<br><b>SS 5.1.2.b</b> Communicate origins of national and state holidays including historical background and significance. | <b>Civics</b><br><b>SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.</b> (4 indicators)<br><b>SS 6.1.1.a</b> Analyze the different forms of government through the study of early civilizations.<br><b>SS 6.1.1.b</b> Identify the development of written laws and artifacts.<br><b>SS 6.1.1.c</b> Communicate the various ways governmental decisions have impacted people, places, and history.<br><b>SS 6.1.1.d</b> Investigate important government principles.<br><br><b>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.</b> (2 indicators)<br><b>SS 6.1.2.a</b> Describe ways individuals participate in the political process.<br><b>SS 6.1.2.b</b> Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.<br><br><b>Economics</b><br><b>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.</b> (2 indicators)<br><b>SS 6.2.1.a</b> Compare the benefits and costs of economic decisions made by Ancient Civilizations.<br><b>SS 6.2.1.b</b> Examine how social and governmental decisions impact economic well-being. | <b>Civics</b><br><b>SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions.</b> (3 indicators)<br><b>SS 7.1.1.a</b> Describe different forms and structures of government around the world and how they address the needs of the citizens.<br><b>SS 7.1.1.b</b> Identify and report significant historic events and documents that have influenced governmental institutions and their function.<br><b>SS 7.1.1.c</b> Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.<br><br><b>SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.</b> (3 indicators)<br><b>SS 7.1.2.a</b> Examine ways in which individuals and groups participate in the political process in different regions of the globe.<br><b>SS 7.1.2.b</b> Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.<br><b>SS 7.1.2.c</b> Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.<br><br><b>Economics</b> | <b>Civics</b><br><b>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.</b> (6 indicators)<br><b>SS 8.1.1.a</b> Identify and describe the different systems of government.<br><b>SS 8.1.1.b</b> Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.<br><b>SS 8.1.1.c</b> Examine the development of foundational laws and other documents in the United States government.<br><b>SS 8.1.1.d</b> Evaluate how various United States government decisions impact people, place, and history.<br><b>SS 8.1.1.e</b> Describe how important government principles are shown in American government.<br><b>SS 8.1.1.f</b> Analyze the development and significance of political parties in the United States.<br><br><b>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.</b> (5 indicators)<br><b>SS 8.1.2.a</b> Demonstrate ways individuals participate in the political process.<br><b>SS 8.1.2.b</b> Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.<br><b>SS 8.1.2.c</b> Demonstrate civic engagement. |

# American Government: 12<sup>th</sup> Grade

|  | 5 <sup>th</sup> Grade<br>Early U.S. History  | 6 <sup>th</sup> Grade<br>Ancient and Medieval World   | 7 <sup>th</sup> Grade<br>Eastern Hemisphere   | 8 <sup>th</sup> Grade<br>U.S. History  |
|--|--|---|---|--|
|  | <p><b>SS 5.1.2.c</b> Interpret and communicate the significance of patriotic symbols, songs, and activities.</p> <p><b>SS 5.1.2.d</b> Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.</p> <p><b>SS 5.1.2.e</b> Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p><b>SS 5.1.2.f</b> Determine how the roles of individuals and groups influence government.</p> <p><b>Economics</b></p> <p><b>SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.</b> (1 indicator)</p> <p><b>SS 5.2.3.a</b> List examples of how additional education/training improves productivity and increases standards of living.</p> <p><b>SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.</b> (1 indicator)</p> <p><b>SS 5.2.4.a</b> Describe the historical role of innovation and entrepreneurship in a market economy.</p> <p><b>SS 5.2.5 Summarize characteristics of economic institutions in the United States.</b> (3 indicators)</p> <p><b>SS 5.2.5.a</b> Describe the importance of financial institutions to households and businesses.</p> | <p><b>SS 6.2.3 Explain the interdependence of producers and consumers.</b> (2 indicators)</p> <p><b>SS 6.2.3.a</b> Identify producers and consumers for Ancient civilizations.</p> <p><b>SS 6.2.3.b</b> Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p><b>Geography</b></p> <p><b>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.</b> (2 indicators)</p> <p><b>SS 6.3.1.a</b> Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.</p> <p><b>SS 6.3.1.b</b> Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p><b>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.</b> (2 indicators)</p> <p><b>SS 6.3.3.a</b> Describe the impact of natural processes on the human and physical environments.</p> <p><b>SS 6.3.3.b</b> Summarize how early humans utilized and adapted to their physical environment.</p> <p><b>SS 6.3.4 Interpret and summarize patterns of culture around the world.</b> (2 indicators)</p> <p><b>SS 6.3.4.a</b> Compare and contrast characteristics of groups of people/settlements.</p> | <p><b>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.</b> (2 indicators)</p> <p><b>SS 7.2.4.a</b> Compare and contrast characteristics of different socio-economic groups in economic systems.</p> <p><b>SS 7.2.4.b</b> Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.</p> <p><b>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.</b> (3 indicators)</p> <p><b>SS 7.2.5.a</b> Define the government's role in various economic systems.</p> <p><b>SS 7.2.5.b</b> Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.</p> <p><b>SS 7.2.5.c</b> Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.</p> <p><b>SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.</b> (1 indicator)</p> <p><b>SS 7.2.6.a</b> Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.</p> <p><b>Geography</b></p> | <p><b>SS 8.1.2.d</b> Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p><b>SS 8.1.2.e</b> Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p> <p><b>Economics</b></p> <p><b>SS 8.2.2 Understand personal and business financial management.</b> (2 indicators)</p> <p><b>SS 8.2.2.a</b> Identify skills for future financial success.</p> <p><b>SS 8.2.2.b</b> Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p> <p><b>SS 8.2.4 Justify and debate economic decisions made by North American societies.</b> (3 indicators)</p> <p><b>SS 8.2.4.a</b> Research the origins and development of the economic system, banks, and financial institutions in the United States.</p> <p><b>SS 8.2.4.b</b> Explain how tax revenues are collected and distributed.</p> <p><b>SS 8.2.4.c</b> Describe the progression of money and its role in early United States history.</p> <p><b>SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.</b> (2 indicators)</p> <p><b>SS 8.2.5.a</b> Explain that currency must be converted to make purchases in other countries.</p> |



# American Government: 12<sup>th</sup> Grade

|  | 5 <sup>th</sup> Grade<br>Early U.S. History  | 6 <sup>th</sup> Grade<br>Ancient and Medieval World   | 7 <sup>th</sup> Grade<br>Eastern Hemisphere  | 8 <sup>th</sup> Grade<br>U.S. History  |
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|  | <p><b>SS 5.2.5.b</b> Explain the rules and laws that protect and support consumers.</p> <p><b>SS 5.2.5.c</b> Identify goods and services funded through federal taxes.</p> <p><b>SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.</b> (2 indicators)</p> <p><b>SS 5.2.6.a</b> Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.</p> <p><b>SS 5.2.6.b</b> Explain how trade impacts relationships between countries.</p> <p><b>Geography</b></p> <p><b>SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States.</b> (3 indicators)</p> <p><b>SS 5.3.1.a</b> Use maps and atlases to locate major human and physical features in the United States.</p> <p><b>SS 5.3.1.b</b> Apply map skills to analyze physical/political maps of the United States.</p> <p><b>SS 5.3.1.c</b> Determine why things are located where they are in the United States.</p> <p><b>SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.</b> (2 indicators)</p> <p><b>SS 5.3.2.a</b> Identify criteria used to define regions within the United States.</p> | <p><b>SS 6.3.4.b</b> Explain how cultural diffusion occurs.</p> <p><b>History</b></p> <p><b>SS 6.4.1 Analyze patterns of continuity and change over time in world history.</b> (2 indicators)</p> <p><b>SS 6.4.1.a</b> Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p><b>SS 6.4.1.b</b> Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p><b>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.</b> (2 indicators)</p> <p><b>SS 6.4.2.a</b> Identify evidence from multiple perspectives and source to better understand the complexities of world history.</p> <p><b>SS 6.4.2.b</b> Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</b> (2 indicators)</p> <p><b>SS 6.4.3.a</b> Identify how differing experiences can lead to the development of perspectives.</p> <p><b>SS 6.4.3.b</b> Interpret perspectives of marginalized and underrepresented regions around the world.</p> | <p><b>SS 7.3.2 Evaluate how regions form and change over time.</b> (3 indicators)</p> <p><b>SS 7.3.2.a</b> Classify physical and human characteristics of places and regions.</p> <p><b>SS 7.3.2.b</b> Interpret the impact of land and water features on human decisions.</p> <p><b>SS 7.3.2.c</b> Identify how humans construct major world regions and the impact on human societies.</p> <p><b>SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.</b> (2 indicators)</p> <p><b>SS 7.3.3.a</b> Explain the impact of natural processes on human and physical environments.</p> <p><b>SS 7.3.3.b</b> Research and describe how humans have utilized and adapted to their physical environment.</p> <p><b>SS 7.3.4 Examine and interpret patterns of culture around the world.</b> (2 indicators)</p> <p><b>SS 7.3.4.a</b> Compare and contrast characteristics of groups of people/settlements.</p> <p><b>SS 7.3.4.b</b> Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.</p> <p><b>SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.</b> (2 indicators)</p> <p><b>SS 7.3.5.a</b> Classify the physical or human factors that explain the</p> | <p><b>SS 8.2.5.b</b> Recognize how trade barriers impact the prices and quantity of goods.</p> <p><b>Geography</b></p> <p><b>SS 8.3.2 Examine how regions form and change over time.</b> (3 indicators)</p> <p><b>SS 8.3.2.a</b> Evaluate physical and human characteristics of places and regions.</p> <p><b>SS 8.3.2.b</b> Determine the impact of land and water features on human decisions.</p> <p><b>SS 8.3.2.c</b> Identify and justify how humans develop major world regions and the impact on human societies.</p> <p><b>SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.</b> (2 indicators)</p> <p><b>SS 8.3.3.a</b> Interpret the impact of natural processes on human and physical environments.</p> <p><b>SS 8.3.3.b</b> Analyze how humans have utilized and adapted to their physical environment.</p> <p><b>History</b></p> <p><b>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.</b> (2 indicators)</p> <p><b>SS 8.4.1.a</b> Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p><b>SS 8.4.1.b</b> Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.</p> |

# American Government: 12<sup>th</sup> Grade

|  | 5 <sup>th</sup> Grade<br>Early U.S. History   | 6 <sup>th</sup> Grade<br>Ancient and Medieval World   | 7 <sup>th</sup> Grade<br>Eastern Hemisphere  | 8 <sup>th</sup> Grade<br>U.S. History   |
|--|---|---|--|---|
|  | <p><b>SS 5.3.2.b</b> Identify and classify regions and places within the United States using physical and human features.</p> <p><b>SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted.</b> (3 indicators)</p> <p><b>SS 5.3.3.a</b> Identify examples of ecosystems and analyze issues related to the natural setting in the United States.</p> <p><b>SS 5.3.3.b</b> Describe the impact of extreme natural events in the United States on the human and physical environment.</p> <p><b>SS 5.3.3.c</b> Examine patterns of resource distribution and utilization in the United States.</p> <p><b>SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.</b> (3 indicators)</p> <p><b>SS 5.3.4.a</b> Compare and contrast patterns of culture within the United States over time and space.</p> <p><b>SS 5.3.4.b</b> Compare and contrast population characteristics of the United States.</p> <p><b>SS 5.3.4.c</b> Explain reasons for historical and present day migrations to and within the United States.</p> <p><b>SS 5.3.5 Use geographic skills to interpret issues and events.</b> (2 indicators)</p> <p><b>SS 5.3.5.a</b> Explain the influences of physical and human geographic</p> | <p><b>SS 6.4.4 Interpret and evaluate sources for historical context.</b> (2 indicators)</p> <p><b>SS 6.4.4.a</b> Compare and contrast primary and secondary sources of history.</p> <p><b>SS 6.4.4.b</b> Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p><b>SS 6.4.5 Apply the inquiry process to construct and answer historical questions.</b> (3 indicators)</p> <p><b>SS 6.4.5.a</b> Construct and answer inquiry questions using multiple historical sources.</p> <p><b>SS 6.4.5.b</b> Identify and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p><b>SS 6.4.5.c</b> Gather, analyze, and communicate historical information about the world from multiple sources.</p> | <p>geographic patterns of world events.</p> <p><b>SS 7.3.5.b</b> Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.</p> <p><b>History</b></p> <p><b>SS 7.4.1 Compare patterns of continuity and change over time in world history.</b> (2 indicators)</p> <p><b>SS 7.4.1.a</b> Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p><b>SS 7.4.1.b</b> Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p><b>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.</b> (2 indicators)</p> <p><b>SS 7.4.2.a</b> Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.</p> <p><b>SS 7.4.2.b</b> Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</b> (2 indicators)</p> | <p><b>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.</b> (2 indicators)</p> <p><b>SS 8.4.2.a</b> Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.</p> <p><b>SS 8.4.2.b</b> Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</b> (2 indicators)</p> <p><b>SS 8.4.3.a</b> Identify how differing experiences can lead to the development of perspectives.</p> <p><b>SS 8.4.3.b</b> Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS 8.4.4 Evaluate and interpret sources for perspective and historical context.</b> (2 indicators)</p> <p><b>SS 8.4.4.a</b> Compare and contrast primary and secondary sources of history.</p> <p><b>SS 8.4.4.b</b> Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p><b>SS 8.4.5 Apply the inquiry process to construct and answer historical questions.</b> (3 indicators)</p> <p><b>SS 8.4.5.a</b> Identify areas of inquiry by using student-generated questions about</p> |



# American Government: 12<sup>th</sup> Grade

|  | 5 <sup>th</sup> Grade<br>Early U.S. History   | 6 <sup>th</sup> Grade<br>Ancient and Medieval World | 7 <sup>th</sup> Grade<br>Eastern Hemisphere  | 8 <sup>th</sup> Grade<br>U.S. History   |
|--|---|---|--|---|
|  | <p>features on events in the United States.</p> <p><b>SS 5.3.5.b</b> Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.</p> <p><b>History</b></p> <p><b>SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution.</b> (1 indicator)</p> <p><b>SS 5.4.1.a</b> Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.</p> <p><b>SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.</b> (2 indicators)</p> <p><b>SS 5.4.2.a</b> Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 5.4.2.b</b> Identify and describe how multiple perspectives facilitate the understanding of US history.</p> <p><b>SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.</b> (1 indicator)</p> <p><b>SS 5.4.3.a</b> Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.</p> |   | <p><b>SS 7.4.3.a</b> Identify how differing experiences can lead to the development of perspectives.</p> <p><b>SS 7.4.3.b</b> Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p><b>SS 7.4.4 Analyze and interpret sources for perspective and historical context.</b> (2 indicators)</p> <p><b>SS 7.4.4.a</b> Compare and contrast primary and secondary sources of history.</p> <p><b>SS 7.4.4.b</b> Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.</p> <p><b>SS 7.4.5 Apply the inquiry process to construct and answer historical questions.</b> (3 indicators)</p> <p><b>SS 7.4.5.a</b> Construct and answer inquiry questions using multiple historical sources.</p> <p><b>SS 7.4.5.b</b> Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p><b>SS 7.4.5.c</b> Gather, analyze, and communicate historical information about the world from multiple sources.</p> | <p>multiple historical sources.</p> <p><b>SS 8.4.5.b</b> Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.</p> <p><b>SS 8.4.5.c</b> Gather, analyze, and communicate historical information about United States history from multiple sources.</p> |



# American Government: 12<sup>th</sup> Grade



|  | 5 <sup>th</sup> Grade<br>Early U.S. History  | 6 <sup>th</sup> Grade<br>Ancient and Medieval World | 7 <sup>th</sup> Grade<br>Eastern Hemisphere | 8 <sup>th</sup> Grade<br>U.S. History |
|--|--|---|---|---------------------------------------|
|  | <p><b>SS 5.4.4 Apply the inquiry process to construct and answer historical questions.</b> (3 indicators)</p> <p><b>SS 5.4.4.a</b> Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.</p> <p><b>SS 5.4.4.b</b> Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.</p> <p><b>SS 5.4.4.c</b> Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.</p> |   |   |                                       |



## Scope and Sequence

|                | 9 <sup>th</sup> Grade<br>U.S. History   | 10 <sup>th</sup> Grade<br>Human Geography  | 10 <sup>th</sup> Grade<br>Introduction to Economics   | 11 <sup>th</sup> Grade<br>Modern World History   | 12 <sup>th</sup> Grade<br>American Government  |
|----------------|---|--|---|--|--|
| Social Studies | <b>History</b><br>HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history. (3 indicators)<br><b>SS HS.4.1.a (US)</b> Evaluate the cause and effect of historical events on various groups in the United States.<br><b>SS HS.4.1.b (US)</b> Select, record, and interpret key national events in chronological order.<br><b>SS HS.4.1.c (US)</b> Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.<br><br><b>SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b> (2 indicators)<br><b>SS HS.4.2.a (US)</b> Identify and evaluate how considering multiple perspectives facilitates an understanding of history.<br><b>SS HS.4.2.b (US)</b> Evaluate the relevancy, accuracy, and | <b>Geography</b><br>SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface. (2 indicators)<br><b>SS HS.3.1.a</b> Determine spatial organization of human settlements in relation to natural features.<br><b>SS HS.3.1.b</b> Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.<br><br><b>SS HS.3.2 Evaluate how regions form and change over time.</b> (3 indicators)<br><b>SS HS.3.2.a</b> Analyze physical and human processes that shape places and regions.<br><b>SS HS.3.2.b</b> Examine the importance of places and regions to individual and social identity, and how identities change over space and time.<br><b>SS HS.3.2.c</b> Evaluate the interdependence of places and regions.<br><br><b>SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their</b> | <b>Economics</b><br>SS HS.2.1 Apply economic concepts that support rational decision making. (2 indicators)<br><b>SS HS.2.1.a</b> Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.<br><b>SS HS.2.1.b</b> Assess the incentives for investing in personal education, skills, and talents.<br><br><b>SS HS.2.2 Develop a plan to support short- and long-term goals.</b> (4 indicators)<br><i>*Personal Finance Course Standard</i><br><br><b>SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit.</b> (2 indicators)<br><i>*Personal Finance Course Standard</i><br><br><b>SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals.</b> (3 indicators)<br><i>*Personal Finance Course Standard</i> | <b>History</b><br>HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history. (3 indicators)<br><b>SS HS.4.1.a (WLD)</b> Evaluate the cause and effect of historical events in the world.<br><b>SS HS.4.1.b (WLD)</b> Select, record, and interpret key global events in chronological order.<br><b>SS HS.4.1.c (WLD)</b> Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.<br><br><b>SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b> (2 indicators)<br><b>SS HS.4.2.a (WLD)</b> Identify and evaluate how considering multiple perspectives facilitates an understanding of history.<br><b>SS HS.4.2.b (WLD)</b> Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. | <b>Civics</b><br>SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments. (8 indicators)<br><b>SS HS.1.1.a</b> Examine the historical foundation that influenced the creation of the United States Constitution.<br><b>SS HS.1.1.b</b> Evaluate the structure of American constitutional government.<br><b>SS HS.1.1.c</b> Analyze the functions of United States government and its outcomes.<br><b>SS HS.1.1.d</b> Analyze the foundation, structures, and functions of local government and its outcomes.<br><b>SS HS.1.1.e</b> Analyze the foundation, structures, and functions of state government and its outcomes.<br><b>SS HS.1.1.f</b> Analyze the foundation, structures, and functions of supranational organizations.<br><b>SS HS.1.1.g</b> Analyze the roles that political parties have played in the United States. |

# American Government: 12<sup>th</sup> Grade

|  | 9 <sup>th</sup> Grade<br>U.S. History  | 10 <sup>th</sup> Grade<br>Human Geography  | 10 <sup>th</sup> Grade<br>Introduction to Economics   | 11 <sup>th</sup> Grade<br>Modern World History  | 12 <sup>th</sup> Grade<br>American Government  |
|--|--|--|---|---|--|
|  | <p>completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.</b> (2 indicators)<br/> <b>SS HS.4.3.a (US)</b> Identify how differing experiences can lead to the development of perspectives.<br/> <b>SS HS.4.3.b (US)</b> Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.</b> (4 indicators)<br/> <b>SS HS.4.4.a (US)</b> Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.<br/> <b>SS HS.4.4.b (US)</b> Evaluate strengths and limitations of a variety of primary and secondary historical sources.<br/> <b>SS HS.4.4.c (US)</b> Determine</p> | <p><b>surroundings.</b> (2 indicators)<br/> <b>SS HS.3.3.a</b> Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.<br/> <b>SS HS.3.3.b</b> Evaluate how humans have utilized and adapted to their physical environment.</p> <p><b>SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.</b> (3 indicators)<br/> <b>SS HS.3.4.a</b> Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.<br/> <b>SS HS.3.4.b</b> Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.<br/> <b>SS HS.3.4.c</b> Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p><b>SS HS.3.5 Evaluate issues and/or events using geographic</b></p> | <p><b>HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.</b> (4 indicators)<br/> <b>SS HS.2.5.a</b> Summarize the role of competition, markets, and prices.<br/> <b>SS HS.2.5.b</b> Illustrate how markets determine changing equilibrium prices through supply and demand analysis.<br/> <b>SS HS.2.5.c</b> Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.<br/> <b>SS HS.2.5.d</b> Investigate possible causes and consequences of shortages and surpluses.</p> <p><b>SS HS.2.6 Explain how economic institutions impact different individuals and various groups.</b> (3 indicators)<br/> <b>SS HS.2.6.a</b> Explain how various economic institutions have played a role in United States economic policy and practice.<br/> <b>SS HS.2.6.b</b> Calculate and describe the impact of economic indicators.<br/> <b>SS HS.2.6.c</b> Describe the functions and role of the Federal Reserve System and its influence through monetary policy.</p> <p><b>SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the</b></p> | <p><b>SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups.</b> (2 indicators)<br/> <b>SS HS.4.3.a (WLD)</b> Identify how differing experiences can lead to the development of perspectives.<br/> <b>SS HS.4.3.b (WLD)</b> Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.</b> (4 indicators)<br/> <b>SS HS.4.4.a (WLD)</b> Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.<br/> <b>SS HS.4.4.b (WLD)</b> Evaluate strengths and limitations of a variety of primary and secondary historical sources.<br/> <b>SS HS.4.4.c (WLD)</b> Determine the relationship between multiple causes and effects of events and developments in the past.<br/> <b>SS HS.4.4.d (WLD)</b> Synthesize the relationships among historical events in the world and relevant contemporary issues.</p> | <p><b>SS HS.1.1.h</b> Analyze United States foreign policy issues.</p> <p><b>SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.</b> (6 indicators)<br/> <b>SS HS.1.2.a</b> Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.<br/> <b>SS HS.1.2.b</b> Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.<br/> <b>SS HS.1.2.c</b> Engage and reflect on participation in civic activities.<br/> <b>SS HS.1.2.d</b> Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.<br/> <b>SS HS.1.2.e</b> Demonstrate how individuals, groups, and the media check governmental practices.<br/> <b>SS HS.1.2.f</b> Analyze various media sources for accuracy and perspective.</p> |

# American Government: 12<sup>th</sup> Grade

|  | 9 <sup>th</sup> Grade<br>U.S. History  | 10 <sup>th</sup> Grade<br>Human Geography  | 10 <sup>th</sup> Grade<br>Introduction to Economics  | 11 <sup>th</sup> Grade<br>Modern World History  | 12 <sup>th</sup> Grade<br>American Government |
|--|--|--|--|---|---|
|  | <p>the relationship between multiple causes and effects of events and developments in the past.</p> <p><b>SS HS.4.4.d (US)</b> Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p><b>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.</b> (5 indicators)</p> <p><b>SS HS.4.5.a (US)</b> Construct meaningful questions about topics in U.S. history.</p> <p><b>SS HS.4.5.b (US)</b> Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.</p> <p><b>SS HS.4.5.c (US)</b> Select, organize, and corroborate relevant historical information about selected topics in U.S. History.</p> <p><b>SS HS.4.5.d (US)</b> Synthesize historical information to create new understandings.</p> <p><b>SS HS.4.5.e (US)</b> Communicate inquiry results within a historical context.</p> | <p><b>knowledge and geospatial skills to make informed decisions.</b> (3 indicators)</p> <p><b>SS HS.3.5.a</b> Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.</p> <p><b>SS HS.3.5.b</b> Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.</p> <p><b>SS HS.3.5.c</b> Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p> | <p><b>rule of law in a market economy.</b> (1 indicator)</p> <p><b>SS HS.2.7.a</b> Assess how property rights are defined, enforced, and limited by government</p> <p><b>SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems.</b> (3 indicators)</p> <p><b>SS HS.2.8.a</b> Examine how governments utilize taxation to provide goods and services to society.</p> <p><b>SS HS.2.8.b</b> Evaluate the effectiveness of government policies altering market outcomes.</p> <p><b>SS HS.2.8.c</b> Critique government policies and regulations in areas of market failure.</p> <p><b>SS HS.2.9 Examine the government's influence on economic systems through fiscal policy.</b> (2 indicators)</p> <p><b>SS HS.2.9.a</b> Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.</p> <p><b>SS HS.2.9.b</b> Examine the impact of fiscal policy on budget</p> | <p><b>SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions.</b> (5 indicators)</p> <p><b>SS HS.4.5.a (WLD)</b> Construct meaningful questions that initiate an inquiry.</p> <p><b>SS HS.4.5.b (WLD)</b> Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.</p> <p><b>SS HS.4.5.c (WLD)</b> Select, organize, and corroborate relevant historical information about selected topics in world history.</p> <p><b>SS HS.4.5.d (WLD)</b> Synthesize historical information to create new understandings.</p> <p><b>SS HS.4.5.e (WLD)</b> Communicate inquiry results within a historical context.</p> |   |

# American Government: 12<sup>th</sup> Grade



|  | 9 <sup>th</sup> Grade<br>U.S. History | 10 <sup>th</sup> Grade<br>Human Geography | 10 <sup>th</sup> Grade<br>Introduction to Economics  | 11 <sup>th</sup> Grade<br>Modern World History | 12 <sup>th</sup> Grade<br>American Government |
|--|---------------------------------------|---|--|--|---|
|  |                                       |   | <p>deficits/surpluses and national debt.</p> <p><b>SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.</b> (2 indicators)</p> <p><b>SS HS.2.10.a</b> Explore comparative advantage among different countries.</p> <p><b>SS HS.2.10.b</b> Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.</p> |  |   |



## Secondary Proficiency Scale

The proficiency scale is designed to be adapted to the unit learning goal(s) and unit standards and indicators.

| Learning Goal:                           |  |  |
|--|--|--|
| <b><u>Advanced</u><br/>Score 4.0</b>     | <p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s).</p> <p>The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> <li>Exceeds expected course content/grade level standard</li> <li>Applies skills and strategies in new and unfamiliar situations</li> </ul>  | Unit standards and indicators as outlined in the pacing guide: |
| <b><u>Proficient +</u><br/>Score 3.5</b> | <p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s).</p> <p>The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> <li>Demonstrates success toward exceeding course content/grade level standard</li> <li>Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations</li> </ul> |  |
| <b><u>Proficient</u><br/>Score 3.0</b>   | <p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s).</p> <p>The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> <li>Meets expected course content/grade level standard</li> <li>Retains information and applies skills and strategies in familiar situations</li> </ul>  |  |
| <b><u>Basic +</u><br/>Score 2.5</b>      | <p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s).</p> <p>The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> <li>Partially meets expected course content/grade level standard</li> <li>Retains information and at times applies skills and strategies in familiar situations</li> </ul>  |  |

|   |  |  |
|---|--|--|
| <p><b>Basic</b><br/>Score 2.0</p>             | <p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s). The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> <li>Partially meets expected course content/grade level standard</li> <li>Retains information and simple processes in familiar situations</li> </ul>                             |  |
| <p><b>Approaching Basic</b><br/>Score 1.5</p> | <p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s). The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> <li>Partially meets some of expected course content/grade level standard</li> <li>Retains some information and simple processes in familiar situations</li> </ul> |  |
| <p><b>Below Basic</b><br/>Score 1.0</p>       | <p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> <li>Performs below expected course content/grade level on the standard.</li> </ul> <p>Has difficulty retaining information and applying skills and strategies</p>  |  |
| <p><b>Failing</b><br/>Score 0</p>             | <p>There is <i>insufficient</i> evidence of student learning.</p>  |  |



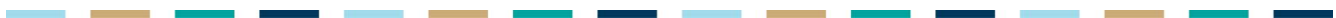


## Academic Vocabulary

### Six Step Vocabulary

1. **EXAMPLES** provided by teacher (not dictionary definitions)
2. **RESTATED** by students in their own words (written)  
*\*Steps 1 and 2 are done at the beginning of the unit*
3. **PICTURES** (Quick Sketches)
4. **ACTIVITIES** to add additional details (Compare & Contrast Matrix, Frayer Model, Cornell Notes, Foldables)
5. **DISCUSSED** by students (Pair Share, Numbered Heads Together, 4-Corners)  
*\*Steps 3-5 during the unit*
6. **GAMES** to review (Scattergories, Jeopardy, White Board Games)  
*\*Step 6 end of the unit*

| TERM                      | DEFINITION  | LOCATION IN PACING GUIDE |
|---------------------------|---|--------------------------|
| anti-federalist           | A group of people opposed to the adoption of the US Constitution.   | Unit 1                   |
| Articles of Confederation | 1777 document that created the first central government for the United States, it was replaced by the Constitution.   |                          |
| Bill of Rights            | The first ten amendments to the Constitution, guarantee our personal rights and freedoms.   |                          |
| checks and balances       | A system in which each branch of government can limit the power of the other branches.  |                          |
| confederal system         | An alliance of independent states possessing a degree of national unity through a central government of united powers. (The US under the Articles of Confederation)   |                          |
| Constitution              | A document that sets out the fundamental principles of governance and establishes the institutions of government.   |                          |
| democracy                 | Government where power is held by the people.   |                          |
| direct democracy          | A form of government in which citizens meet regularly in a popular assembly to discuss issues of the day, pass laws and vote for leaders.   |                          |
| federalism                | The form of political organization in which power is divided among a central government and territorial subdivisions. (In the US the federal, state, and local governments make up a federal system or federalism).   |                          |
| federalist                | Group of people who supported the ratification of the United States Constitution and who favored a strong national government.  |                          |
| New Jersey/Virginia Plan  | <b>NJ-</b> A plan of governance that provided a unicameral legislature with equal votes for each state.<br><b>VA-</b> A plan of government calling for a three-branch government with a bicameral legislature, where the more populous states would have more representation in Congress. |                          |
| ratification              | The act or process of ratifying something (such as a treaty or amendment): formal confirmation.   |                          |
| republican democracy      | A system in which the government's authority comes from the people.   |                          |



| TERM                    | DEFINITION   | LOCATION IN PACING GUIDE |
|-------------------------|--|--------------------------|
| separation of powers    | Division of government powers among the executive, legislative and judicial branches.  |                          |
| social contract         | A theory of society in which government is a contract between people and the governing body to provide protection and support for the people; under this theory, a government is legitimate only so long as the people voluntarily agree to hand over their power to the governing body. |                          |
| sovereignty             | Ultimate, supreme power in a state.  |                          |
| unitary system          | A form of government in which all authority rests in a central government from which regional and local governments get their power.   |                          |
| 2/3 override majority   | Congress can pass a law even after the President's veto when 2/3 of Congress votes in favor of passage   | Unit 2                   |
| activism                | The practice of vigorous action or involvement as a means of achieving political or other goals, sometimes by demonstrations, protests, etc.   |                          |
| bill                    | A proposed law.  |                          |
| concurring opinion      | A written opinion filed by a judge which agrees with the majority decision, but which expresses his or her different reasons for the decision, or a different view of the facts of the case, or of the law.  |                          |
| congressional committee | A group of Congressmen/women who are appointed to a specific committee (group) to focus on one area of governance. (The appropriations committee deals with how money is divided)  |                          |
| dissenting opinion      | An opinion that disagrees with the <i>majority opinion</i> and does not serve as <i>precedent</i> (see other vocab terms).   |                          |
| elastic clause          | Clause giving Congress the power to make any "necessary and proper" laws. <b>Article I section 8</b> of the Constitution.  |                          |
| electors                | People chosen in each state to elect the president.  |                          |
| electoral college       | The body of 538 people representing the states, that formally elect the president of the United States.  |                          |
| enumerated powers       | Powers explicitly granted to the national government through the Constitution; also called express powers.   |                          |
| Executive Branch        | Carries out and enforces laws. It includes the president, vice president, the Cabinet, <i>executive</i> departments, independent agencies, and other boards, commissions, and committees.  |                          |
| executive order         | Policy directives issues by presidents that do not require congressional approval.   |                          |
| executive privilege     | A right claimed by presidents to keep certain conversations, records, and transcripts confidential from outside scrutiny, especially that of Congress.   |                          |
| federalism              | The form of political organization in which power is divided among a central government and territorial subdivisions. (In the US the federal, state, and local governments make up a federal system or federalism).  |                          |



| TERM  | DEFINITION   | LOCATION IN PACING GUIDE |
|---|--|--------------------------|
| filibuster  | The tactic used when opponents of a measure seek to prevent it coming up for a vote in the Senate by refusing to stop talking in hopes of stalling action long enough that the rest of the Senate will be forced to move on to other business.                 |                          |
| Full Faith and Credit                                     | The provision of the Constitution that requires each state to honor the public acts, official records, and judicial proceedings of every other state.  |                          |
| gerrymandering  | Manipulate the boundaries of (an electoral constituency) to favor one party or class. <ul style="list-style-type: none"> <li>achieve (a result) by manipulating the boundaries of an electoral constituency.</li> </ul>  |                          |
| House of Representatives                                  | One half of the Congress consisting of 435 members who are directly elected by their state and serve a two-year term.  |                          |
| impeachment   | The power delegated to the House of Representatives in the constitution to charge the president or any other official with 'Treason Bribery, or other high Crimes and Misdemeanors' This is the first step in the process of removing an official from office. |                          |
| Iron Triangle (Legislature, Bureaucracy, Interest Groups) | An Iron Triangle is when a bureaucratic agency, an interest group, and a congressional committee works together to advance its own agenda and act in its own interests.  |                          |
| Judicial Branch   | The belief by court judges that the Constitution should be interpreted more broadly, as an evolving document consistent with changing values and circumstances.  |                          |
| judicial restraint  | The belief by court judges that the Constitution should be interpreted according to the Framers' original intent.  |                          |
| judicial review   | The authority of the Supreme Court to strike down a law or executive action if it conflicts with the Constitution.   |                          |
| Legislative Branch  | The legislative branch is made up of the House and Senate, known collectively as the Congress. Among other powers, the legislative branch makes all laws, declares war, regulates interstate and foreign commerce and controls taxing and spending policies.   |                          |
| majority opinion  | Binding Supreme Court opinions, which serve as <i>precedent</i> for future cases.  |                          |
| nomination  | To appoint or propose for appointment to an office or place.   |                          |
| oversight   | Watchful; re.gulatory supervision  |                          |
| precedent   | An earlier court decision that guides judges' decisions in later cases.  |                          |
| presidential pardon                                       | Presidential authority to forgive an individual and set aside punishment for a crime.  |                          |
| presidential veto   | Power of the president to refuse to approve a bill or joint resolution and thus prevent its enactment into law.  |                          |
| reapportionment   | The process by which congressional districts are redrawn and seats are redistributed based upon shifting population data collected in the census.  |                          |





| TERM                       | DEFINITION   | LOCATION IN PACING GUIDE |
|----------------------------|--|--------------------------|
| redistricting              | States' redrawing boundaries of electoral districts following each census.   |                          |
| Senate                     | One half of the Congress that has 100 members, two from each state who serve a six-year term.  |                          |
| separation of powers       | The division of government responsibilities into distinct branches to limit any one branch from exercising the core functions of another. The intent is to prevent the concentration of <i>power</i> and provide for checks and balances.                        |                          |
| stare decisis              | (Latin) the practice of letting a previous legal decision stand.   |                          |
| State of the Union Address | An annual address from the president to Congress updating that branch (and the nation) on the state of national affairs.   |                          |
| Supreme Court              | A body of nine members that makes up the highest court of the United States.   |                          |
| treaty                     | A contract in writing between two or more political authorities (such as states or sovereigns) formally signed by representatives duly authorized and usually ratified by the lawmaking authority of the state.  |                          |
| veto                       | The refusal by the President or Governor to sign a bill into law.  |                          |
| Advocacy                   | Support for a particular cause or policy.  | Unit 3                   |
| Campaign                   | An organized course of action to get oneself elected.  |                          |
| Caucus                     | A meeting at which local members of a political party register their preference among candidates running for office or select delegates to attend a convention.  |                          |
| Conservative               | A political philosophy that tends to support limited government intervention in society, instead focusing on personal freedom and free markets. Conservatives tend to support incremental change in social norms. Conservatives tend to identify as Republicans. |                          |
| Convention                 | A political event, held by political parties, in which candidates are nominated by state delegates.  |                          |
| Democrat                   | One of the two major parties in the US. Democrats tend to support more liberal views (see liberal definition).   |                          |
| Interest Group             | A group of people who share a similar interest and try to persuade the government to make policy or laws to support their interest. (PETA, NAACP, AARP, NRA)   |                          |
| Liberal                    | A political philosophy that tends to support more government intervention to correct social problems. Liberals support more radical social change and generally support more social welfare programs. Liberals generally identify as Democrats.                  |                          |
| Linkage Institutions       | A linkage institution is a structure within a society that connects the people to the government or centralized authority. These institutions include elections, political parties, interest groups, and the media.  |                          |



| TERM                           | DEFINITION   | LOCATION IN PACING GUIDE |
|--------------------------------|--|--------------------------|
| Lobbyist                       | An individual that tries to influence public officials on behalf of an interest group.   |                          |
| Nomination                     | To appoint or propose for appointment to an office or place.   |                          |
| Political Action Committee     | An organization that collects donations from individuals and donates to political campaigns. PACS have strict limits and reporting requirements.   |                          |
| Political Party                | An organized association of people that share political views and support candidates for office.   |                          |
| Primary                        | An organized association of people that share political views and support candidates for office.   |                          |
| Propaganda                     | Information, especially of a biased or misleading nature, used to promote a particular political cause or point of view.   |                          |
| Public Opinion                 | The overall views shared by a segment of society on issues of concern or interest. (legalization of marijuana, healthcare reform, gun access)  |                          |
| Public Policy                  | The choices the government makes and the actions it takes in response to a particular issue or problem.  |                          |
| Republican                     | One of the two major political parties in the US. Republicans tend to be more conservative. (see conservative def)   |                          |
| Safe State                     | A state that has consistently given its electors to the same party in the last 4 presidential election cycles.   |                          |
| Small State Bias               | The idea that less populated states have more voting power in the Electoral College system.  |                          |
| Super PAC                      | An organization that collects donations from individuals and uses it to support candidates for office. Super PACS can <b>collect unlimited</b> donations and <b>distribute unlimited</b> donations. They also have fewer reporting requirements. |                          |
| Swing State                    | A state that has given its electors to both Republicans and Democrats in the last 4 presidential elections.  | Unit 4                   |
| Third Party                    | A minor political party in competition with the two major parties.   |                          |
| Civic Engagement/Participation | Working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.  |                          |
| Civil Liberties                | The freedom of an individual to exercise customary rights, as of speech or assembly, without unwarranted or arbitrary interference by the government. such a right as guaranteed by the laws of a country, as in the U.S. by the Bill of Rights. |                          |
| domestic policy                | Policy concerning the United States, or policy that deals with an issue within one's one country.  |                          |
| foreign policy                 | Policy dealing with countries outside of the United States.  |                          |
| propaganda                     | Information, especially of a biased or misleading nature, used to promote a particular political cause or point of view.   |                          |
| Public Policy                  | The choices the government makes and the actions it takes in response to a particular issue or problem.  |                          |

## District Adopted Resources

| Student Textbook  |  |   |
|---|--|---|
| United States Government: Principles in Practice<br>ISBN: 978-0-547-45138-1<br>2012 |  |  |
| Teacher Manuals   |  |   |
| United States Government: Principles in Practice<br>ISBN: 0547497121<br>2012        |  |  |
| Materials   |  |   |
|   |  |   |
| Online Resources  |  |   |
| <u>Online Resources from Publisher:</u> online textbook access via Clever           |  |   |
|   |  |   |
| Supplemental Resources  |  |   |
|   |  |   |

### Textbook replacements

Textbooks that have been lost or damaged should be replaced annually by individual buildings. District adopted resources can be purchased through the annual order using district-allocated off-formula funds. No class sets should be used.





## Use of Video in Instruction

The use of video (i.e., DVDs, videotapes, streaming video, YouTube, etc.), when used to judiciously, can effectively promote student learning in the classroom. Brain research shows that students in grades K-7 can generally attend to instruction for 5-12 minutes while older adolescents can attend for approximately 12-15 minutes before their attention lags (Jensen, 1998). Researchers have suggested that students' focus wanes after 10 minutes of passive viewing of videos (Adams and Hamm, 2001). So, while videos can enrich educational experiences, educators must be conscious of time constraints on a student's ability to attend and process visual media (Schulz, 2006).

When using video, district best practices must be considered and all of the following conditions must be met:

- Copyright laws must always be followed.
- Video may not be used during instructional time for the purpose of entertainment, incentives, or reward. This is a copyright violation.
- The video must be previewed by the instructor prior to classroom use.
- Video that is used in a lesson should be documented in the lesson plan.
- Excerpts should be generally used along with activities requiring active student involvement such as discussion or analysis of the media.
- Complete videos that last more than one instructional period should be used only if they are approved as part of an established curriculum. These resources should be written into curriculum guides and/or maintained by the content area supervisor. A public performance license is required when showing video for entertainment purposes and is permitted only during non-instructional time (i.e. after school, during recess, movie nights, etc.) Movie Licensing USA [www.movlic.com/](http://www.movlic.com/) provides public performance license for schools.

Adams, D. and M. Hamm, *Literacy in a Multimedia Age*. Norwood, MA: Christopher-Gordon Publishers, Inc., 2001<sup>[1]</sup>

Jensen, E. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

Schulz, Cynthia D. "Timing Is Everything: Using Videos and DVDs with Students." *Library Media Connection* 24.4(2006): 14-17. *Education Research Complete*. Web 19 Mar, 2015.