

Unit Planner

Critical Content/Concept Web

Unit Topic: American Government: Origin and Structure

Conceptual Lens: History

Grade: 12th - Government

Unit 1 Overview

This unit focuses on the origin and structure of American Government. Students will examine the government of the United States. Students will study the Constitution from its origin to present day.

Time Frame: 5 weeks

History

- Historical Documents
- Founding Fathers
- Political Philosophy

Constitution

- Structure
- Purposes
- Principles

Unit Topic

**American Government:
Origin & Structure**

Government

- Types of Government
- Participation

Unit 1 Vocabulary/Ideas

Vocabulary	Popular Sovereignty	Ideas	
Government	Articles of Confederation	Understand the purpose of government in the United States and other countries.	Compare and contrast the Virginia Plan and the New Jersey Plan.
Public Policy	Ratification	Identify the concepts of government that influenced the English Colonies.	Describe the inauguration of the new Government of the United States of America.
Constitution	Framers	Analyze the ideas of the Declaration of Independence.	Identify powers delegated to and denied to the National Government and powers reserved for and denied the States.
Democracy	Virginia Plan	Understand Federalism.	
Republic	New Jersey Plan		
State	Connecticut Compromise		
Sovereign	Three-Fifths Compromise		
Federal Government	Federalists		
Confederation	Anti-Federalists		
Limited Government	Federalism		
Representative Govt	Reserved Powers		
Bicameral	Delegated Powers		
Unicameral	Exclusive Powers		
Delegate	Concurrent Powers		
Boycott	Amendment		

Grade: 12th
 Subject: Government
 Unit: American Government: Origin and Structure
 Lens: History

Enduring Understandings	Guiding Questions
<p>1. Historical thought and events influence American Government.</p> <p>4.1.1 Describe the origins of constitutional law in western civilization, including the natural rights philosophy, Magna Carta (1215), common law, and the Bill of Rights (1689) in England.</p> <p>4.1.2 Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791) in the United States.</p> <p>4.1.3 Analyze the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution.</p>	<p>a. Where did the idea of democracy develop?</p> <p>b. How did the natural rights philosophy influence the creation of American government?</p> <p>c. Which historical documents influenced the Framers of the Constitution? What effect did those documents have?</p>
<p>2. The Constitution guides our government.</p> <p>4.1.2 Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791) in the United States.</p> <p>4.1.3 Analyze the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution.</p> <p>4.1.4 Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism.</p> <p>4.2.1 Identify the three branches of federal government, their powers, and responsibilities.</p>	<p>a. What historical American documents led to the creation of limited government?</p> <p>b. What are the principles of our Constitution?</p> <p>c. How do these principles impact the function and structure of our government? (branches, powers, responsibility)</p>
<p>3. Different forms of government exist throughout the world.</p> <p>5.1.1 Compare different forms of government, such as presidential with parliamentary, unitary with federal, democracy with dictatorship.</p>	<p>a. What different forms of government exist throughout the world?</p> <p>b. How does each form of government affect citizen participation in government?</p>

Grade: 12 th Subject: Government Unit: American Government: Origin and Structure Lens: History			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests P - Prompts WS – Work Samples SA – Student Self-Assessment	
Students will Know...	AC	Students will be able to...	AC
<ol style="list-style-type: none"> 1. The Magna Carta, English Bill of Rights, Declaration of Independence and the Articles of Confederation all contributed to the formation of our government. 4.1.1, 4.1.2, 4.1.3 2. The difference between presidential and parliamentary systems of government. 5.1.1 3. How John Locke’s natural rights philosophy influenced the formation of government. 4.1.1 4. The six purposes of government as stated in the Preamble to the Constitution. 4.1.3 5. The Virginia and New Jersey plans, leading to the Great Compromise/ Connecticut Compromise. 4.1.2, 4.4.2 6. The Constitution, including the Bill of Rights and other amendments, is the basic document that guides our government. 4.1.2 7. The basic outline of the Constitution. 4.1.3, 4.1.4, 4.2.1 8. Dictatorships and Democracies differ in the number of people allowed to participate in government. 5.1.1 9. Constitutional principles of separation of powers, checks and balances, limited government, federalism and popular sovereignty. 4.1.4 		<ol style="list-style-type: none"> 1. Use graphic organizers. 2. Form an opinion based on critical examination of current events. 3. Identify situations in which social action is required. 4. Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences. 5. Communicate orally and in writing. 6. Read for a variety of purposes: critically, analytically, to predict outcomes, to answer questions, to form opinions, and to skim for facts. <div style="background-color: #cccccc; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Common Core State Standards for Literacy in History/Social Studies 11-12</p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p style="text-align: center;">Please see pages 19-21 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</p> </div>	

Unit Planner

Unit Topic: Election Politics

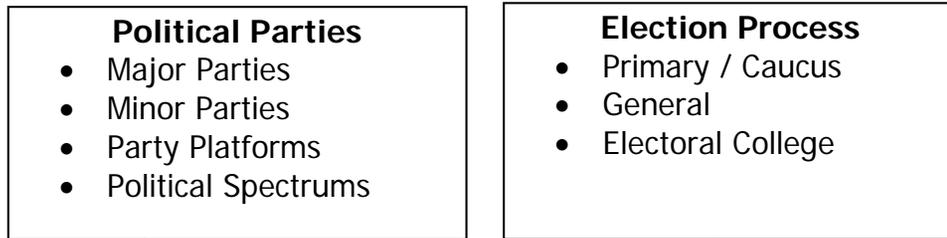
Conceptual Lens: Political Behavior

Grade: 12th – Government

Unit 2 Overview

This unit focuses on election politics. Students will begin by examining political parties and the election process. They will cover influences on election outcomes and the expansion of voting rights.

Time Frame: 6 weeks



Political Parties

- Major Parties
- Minor Parties
- Party Platforms
- Political Spectrums

Election Process

- Primary / Caucus
- General
- Electoral College

Unit Topic:

Election Politics

Expansion of Voting Rights

- Amendments
- Acts

Influences

- Role of Media
- Special Interest Groups/ PACs
- Campaign Finance

Unit 2 Vocabulary/Ideas

Vocabulary		Ideas	
Political Party	Straight-ticket and	Describe the major functions of a political party.	Examine the behavior of those who vote and those who do not vote.
Major Parties	Split-ticket voting		
Partisanship	Independent	Understand why minor parties are important despite the fact that they are ineffective in presidential elections.	Explain the issues raised by campaign spending.
Party in Power	Nomination		
Ideological Party	Election		
Single-issue Party	Caucus	Summarize the history of voting rights in the United States.	Explain how the mass media influences politics.
Splinter Party	Primary Election		
Suffrage	Nonpartisan Election		
Franchise	Absentee Voting		
Electorate	Ballot		
Preclearance	Political Action		
Off-Year Election	Committee (PAC)		
Socialization	Public Opinion		
Party	Mass media		
Identification	Public Opinion Poll		

Grade: 12th
Subject: Government
Unit: Election Politics
Lens: Political Behavior

Enduring Understandings with State Standards

Guiding Questions

1. Differing values and beliefs necessitate the formation of political groups.

4.2.4 Analyze the role of political parties and other political organizations and their impact on the American system of government.

2. Campaign finance, media and interest groups influence the election process.

4.2.4 Analyze the role of political parties and other political organizations and their impact on the American system of government.

4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.

3. The election process is designed to provide the people the opportunity to choose their representatives.

4.2.4 Analyze the role of political parties and other political organizations and their impact on the American system of government.

4.2.5 Explain the electoral process at each level of government

4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.

4. The expansion of voting rights/suffrage increases political participation.

4.4.1 Analyze the struggles for the extension of civil rights

a. What is a political platform?

b. What are the beliefs of the major political parties?

c. How can minor parties affect elections?

d. How does a political spectrum illustrate political philosophy?

a. What is propaganda?

b. What role does the media play in elections?

c. What impact do interest groups and campaign finance have on candidates?

a. What is a caucus?

b. What is the difference between primary and general elections?

c. When are federal elections held?

d. What is the electoral college?

e. How do population changes affect redistricting and voter choice?

a. How have the voting rights of citizens in the U.S. been expanded?

b. How does suffrage empower citizens?

c. What are the current voter qualifications?

Grade: 12th Subject: Government Unit: Election Politics Lens: Political Behavior			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests P - Prompts WS – Work Samples SA – Student Self-Assessment	
Students will Know...	AC	Students will be able to...	AC
1. The role of media in the political process. 4.2.4 2. The factors that influence public opinion. 4.2.4 3. The various individuals and organizations that contribute to campaigns and the impact of those contributions. 4.2.4, 4.3.3 4. The impact of redistricting and reapportionment on elections. 4.2.5 5. The election process/electoral college. 4.2.4, 4.2.5, 4.3.3 6. The impact of special interest groups on elections. 4.2.4 7. The role of political parties in elections. 4.2.4 8. The major political parties and an overview of their platforms. 4.2.4 9. The importance of minor parties. 4.2.4 10. How to use a political spectrum in identifying political issues and individual beliefs 11. The critical suffrage amendments and voting rights acts (Specific Amendments: 15,19,24,26, and the 1965 Voting Rights Act). 4.4.1 12. Voter qualifications. 4.2.5		1. Use graphic organizers. 2. Form an opinion based on critical examination of current events. 3. Identify situations in which social action is required. 4. Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences. 5. Communicate orally and in writing. 6. Interpret political cartoons. 7. Read newspapers and identify bias. 8. Distinguish between fact and opinion: recognize propaganda. 9. Read for a variety of purposes: critically, analytically, to predict outcomes, to answer questions, for form opinions, to skim for facts. 10. Express personal conviction.	
<div style="background-color: #cccccc; padding: 10px; border: 1px solid black;"> <p>Common Core State Standards for Literacy in History/Social Studies 11-12</p> <p>Note: All Common Core Objectives will be included in the skills section of each unit. Teachers must include these objectives in their instructional units.</p> <p>Please see pages 19-21 of this document for a complete list of the CCSS for Literacy in History/Social Studies.</p> </div>			

Unit Planner

Content/Concept Web

Unit Topic: The Legislative Branch

Conceptual Lens: The Lawmaking Process

Grade: 12th - Government

Unit 3 Overview

This unit focuses on the structure of the lawmaking branch of government and the process of creating public policy.

Time Frame: 6 weeks

Decision Making

- Function
- Structure/Power
- Seniority Rule

Representation

- Terms
- Senate/House Leadership
- Reapportionment



Public Policy

- How a Bill Becomes a Law
- Committees
- Powers of Congress

Unit 3 Vocabulary/Ideas			
<p><u>Vocabulary</u></p> <p>Term Session Adjourn Special Session Apportion Off-Year Election Single-member At-Large Oversight Function Strict Construction Liberal Construction Consensus Tax Direct tax Indirect Tax</p>	<p>Deficit Financing Public Debt Legal Tender Bankruptcy Naturalization Copyright Patent Appropriate Necessary and Proper Clause Speaker of the House President of the Senate Seniority Rule Bill Resolution</p>	<p><u>Ideas.</u></p> <p>Explain why the Constitution provides for a bicameral Congress.</p> <p>Describe the size and election terms of the members of the House.</p> <p>Compare strict construction of the U.S. Constitution on the subject of congressional power to liberal construction.</p>	<p>Summarize key points relating to Congress's power to tax.</p> <p>List key powers exercised by Congress.</p> <p>Describe the process in which a bill becomes a law.</p>

Grade: 12th
Subject: Government
Unit: The Legislative Branch
Lens: The Lawmaking Process

Enduring Understandings with State Standards

1. Creating public policy is the function of the legislative branch.
4.2.1 Identify the three branches of federal government, their powers, and responsibilities
4.4.4 Discuss the interpretation and application of the United States Constitution

2. The legislative branch gives the people a voice in the lawmaking process and reflects their values.
4.2.1 Identify the three branches of federal government, their powers, and responsibilities
4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.

3. The organization of the legislative branch allows for balanced decision making?
4.2.1 Identify the three branches of federal government, their powers, and responsibilities
4.2.2 Explain the functions, powers, interactions and relationships among federal, state, and local governments.

4. Change in Congressional leadership affects the legislative relationship with the executive and judicial branch.
4.4.3 Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government.

Guiding Questions

- a. How does a bill become a law?
 - b. What impact does the committee system have on creating public policy?
 - c. What is the difference between the expressed, implied and inherent powers of Congress?
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- a. How do citizens affect public policy?
 - b. How does the census affect reapportionment?
 - c. Do laws reflect public opinion?
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- a. How does a bill become law?
 - b. What is the structure and power of the Legislative branch?
 - c. What is the purpose of separation of powers and checks and balances?
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- a. What are the effects when the executive branch and Congress are controlled by different parties?
 - b. How does that impact the relationship among the three branches?
 - c. How does seniority rule affect committee leadership in congress?

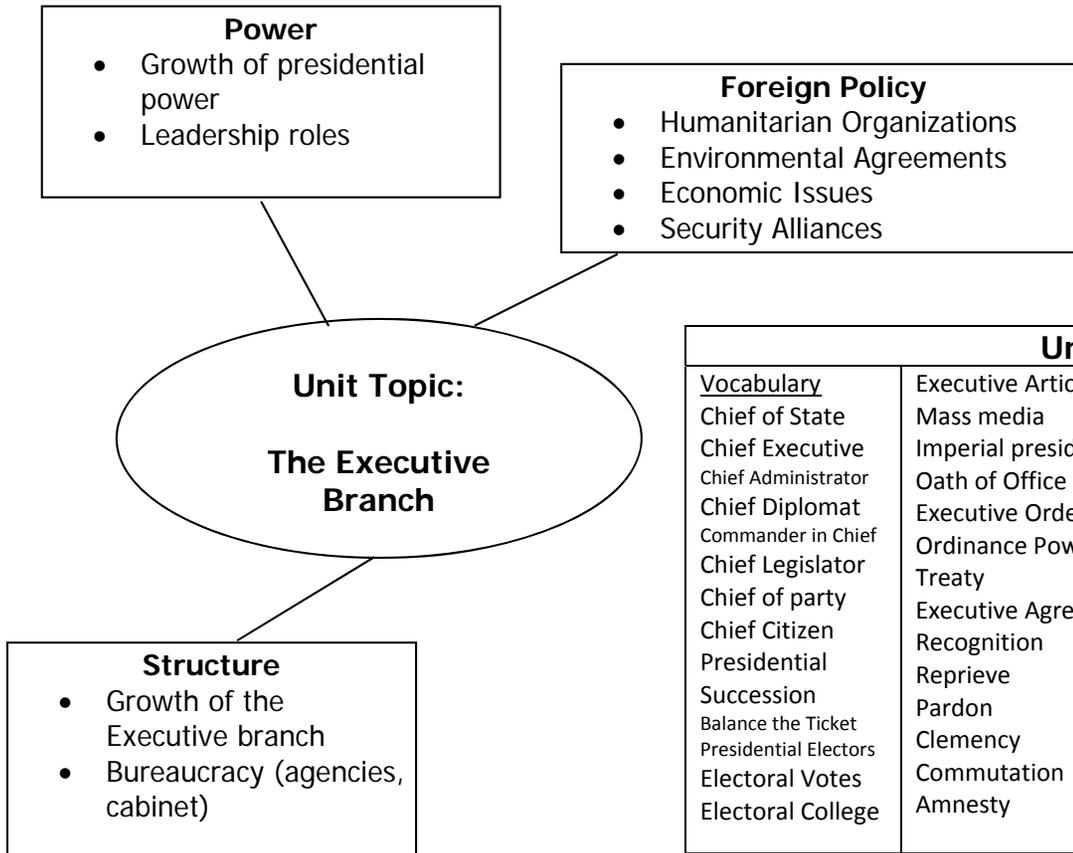
Unit Planner

Unit Topic: The Executive Branch

Conceptual Lens: Structure, Power & Foreign Policy

Grade: 12th Government

Unit 4 Overview
 In this unit students will look at the various roles of the presidency and the structure of the executive branch. Students will understand the role of the executive branch in the creation of foreign and domestic policy.
Time Frame: 5 weeks



Unit 1 Vocabulary/Ideas			
<u>Vocabulary</u>	Executive Article	<u>Ideas.</u>	Identify the source of the president's power to execute federal law.
Chief of State	Mass media	Identify the president's many roles.	Describe the president's major judicial powers.
Chief Executive	Imperial presidency	Explain how the Constitution provides for presidential succession.	
Chief Administrator	Oath of Office	Understand how the Electoral college selects the president.	
Chief Diplomat	Executive Order	List several reasons for the growth of presidential power.	
Commander in Chief	Ordinance Power		
Chief Legislator	Treaty		
Chief of party	Executive Agreement		
Chief Citizen	Recognition		
Presidential Succession	Reprieve		
Balance the Ticket	Pardon		
Presidential Electors	Clemency		
Electoral Votes	Commutation		
Electoral College	Amnesty		

Grade: 12th
Subject: Government
Unit: The Executive Branch
Lens: Structure, Power & Foreign Policy

Enduring Understandings with State Standards

Guiding Questions

1. The power of the presidency continues to change.
4.2.1 Identify the three branches of federal government, their powers, and responsibilities.

2. The bureaucratic agencies of the executive branch have experienced significant growth.
4.2.1 Identify the three branches of federal government, their powers, and responsibilities.

3. Foreign policy issues impact political actions.
5.1.2 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian.
5.1.3 Describe the characteristics of United States foreign policy and how it has been made and implemented over time.
5.1.4 Identify and evaluate the role of the United States in international organizations and agreements, such as United Nations, NAFTA, and the International Red Cross.

a. What are the roles of the President?
b. How have the roles of the President changed over time?
c. What are the organizational powers of the executive branch?
d. How are the powers of the Presidency defined by the constitution?

a. What is a bureaucracy?
b. Why has this branch experienced significant growth?
c. How should the president delegate responsibility and power?

a. What are the environmental ideas and issues that affect American foreign policy, such as the Kyoto Treaty?
b. What are the economic agreements that affect American foreign policy such as NAFTA and the European Union?
c. What is the role of the United Nations?
d. What is the purpose of NATO?

Grade: 12th Subject: Government Unit: The Executive Branch Lens: Structure, Power & Foreign Policy			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes O – Observations D – Dialogues T - Tests	P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC	Students will be able to...	AC
1. The organization of the executive branch. 4.2.1 2. The various roles of the Presidency (chief of state, chief executive, chief administrator, chief diplomat, commander in chief, chief legislator, chief of the party, chief citizen 4.2.1, 4.4.3 3. The powers of the Presidency (executing the law, ordinance power, appointment power, removal power). 3. The factors that have influenced the growth (size) of the executive branch over the other two branches. 4.2.1, 4.4.3 4. How the power of the Presidency has grown over time. 4.2.1, 4.4.3 5. Describe the characteristics of United States foreign policy and how it has been made and implemented over time. 5.1.3 6. Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian (Kyoto Treaty, G-8, International Red Cross, and International Declaration of Human Rights). 5.1.2 7. Identify and evaluate the role of the United States in international organizations and agreements, such as United Nations, NATO, NAFTA, and the International Red Cross. 5.1.4 8. The roles of the: Secretary of State, Secretary of Defense, Secretary of Treasury, Secretary of Health And Human Services, Attorney General		1. Use literature to increase meaning. 2. Interpret the social and political messages of cartoons. 3. Note cause and effect relationships. 4. Draw inference from factual material. 5. Work individually or with others to decide on an appropriate course of action.	
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Unit Planner

Unit Topic: The Judicial Branch

Conceptual Lens: Structure & Justice

Grade: 12th - Government

Unit 5 Overview

In this unit the students will study the structure of the judicial branch. Students will learn the rights and responsibilities of citizens. Students will examine the precedents set by landmark cases.

Time Frame: 5 weeks

Structure

- National/State court system
- Types of jurisdiction
- Civil, criminal and constitutional law
- Rule of Law

Landmark Cases

- Marbury v. Madison (Judicial Review)
- Dred Scot v. Sandford
- Plessy v. Ferguson
- Brown v. Board of Education
- Gideon v. Wainwright
- Miranda v. Arizona
- Precedent

Unit Topic:

The Judicial Branch

Rights & Responsibilities

- Rights of the accused
- Responsibilities of Citizens (Juror/witness)
- Due process
- Equal protection

Unit 5 Vocabulary/Ideas

<u>Vocabulary</u> Inferior Courts Jurisdiction Plaintiff Defendant Criminal case Civil case Docket Supreme Court Majority Opinion Precedent Redress Court-Martial Libel Slander Sedition petition	Original Jurisdiction Appellate Jurisdiction Bill of Rights Civil Liberties Civil Rights Alien Due Process Establishment Clause Parochial Free Exercise Clause Symbolic Speech Police Power Search Warrant	<u>Ideas.</u> Explain why the Constitution created a national judiciary and describe its structure. Describe the structure and jurisdiction of the federal courts of appeals. Define the concept of judicial review.	Explain how American's commitment to freedom led to the creation of the Bill of Rights. Examine why a free society cannot exist without free expression.
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Grade: 12th
Subject: Government
Unit: The Judicial Branch
Lens: Structure & Justice

Enduring Understandings with State Standards

Guiding Questions

1. The judicial branch interprets the law

4.1.1 Describe the origins of constitutional law in western civilization, including the natural rights philosophy, Magna Carta (1215), common law, and the Bill of Rights (1689) in England

4.2.1 Identify the three branches of federal government, their powers, and responsibilities

4.4.4 Discuss the interpretation and application of the United States Constitution

2. The interpretation of law establishes precedent

4.3.4 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court, including *Gideon v. Wainwright*, *Miranda v. Arizona*

4.4.1 Analyze the struggles for the extension of civil rights

3. The court system ensures justice at both the state and national levels.

4.1.1 Describe the origins of constitutional law in western civilization, including the natural rights philosophy, Magna Carta (1215), common law, and the Bill of Rights (1689) in England

4.4.4 Discuss the interpretation and application of the United States Constitution

4. The Constitution ensures the protection of citizens' rights.

4.3.4 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court, including *Gideon v. Wainwright*, *Miranda v. Arizona*

4.4.4 Discuss the interpretation and application of the United States Constitution

a. What are rule of law, due process and equal protection?

b. What is the difference between civil, criminal and constitutional law?

c. What is judicial restraint?

d. What is judicial activism?

a. How did Marbury v. Madison establish judicial review?

b. What is precedent?

c. Precedents play what role in court decisions?

a. What did the Judiciary Act of 1789 establish?

b. How are the state and national courts organized?

c. What is the procedure a case takes through the court system?
ex. Reed v. Reed, 1971

d. What is the 14th Amendment and how is it applied to the States?

ex. Gitlow v. New York, 1925

a. What rights were established in Miranda v. Arizona, 1966?

b. What rights were established in Gideon v. Wainwright, 1963?

c. What are the rights of the accused?

d. What are the responsibilities of citizens in the judicial system?

Grade: 12th Subject: Government Unit: The Judicial Branch Lens: Structure & Justice			
Critical Content and Skills		AC = Assessment Code:	
		Q – Quizzes O – Observations D – Dialogues T - Tests	P - Prompts WS – Work Samples SA – Student Self-Assessment
Students will Know...	AC	Students will be able to...	AC
1. The courts are guided by the Constitutional principles of due process, equal protection and rule of law (4.1.1, 4.4.4) 2. The difference between civil, criminal and constitutional law 3. The purpose of the court system is to interpret the law (4.2.1) 4. How the court systems are created (4.1.1, 4.4.4) 5. The basic structure of both the National court system 6. The types of jurisdiction 7. The rights of the accused (4.3.4, 4.4.4) <ul style="list-style-type: none"> • Gideon v. Wainwright, Miranda v. Arizona 8. Judicial review (4.4.4) <ul style="list-style-type: none"> • Marbury v. Madison 9. The role of precedent in court decisions (4.3.4, 4.4.1) <ul style="list-style-type: none"> • Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education 10. The responsibility of a citizen in the judicial system 11. The Dual Court System (Federal v. State) 12. How a case reaches the Supreme Court 13. Supreme Court: number of justices, term, appointment process 14. The rights of the accused 15. The difference between judicial activism and judicial restraint		1. Detect cause/effect relationships 2. Interpret what is read by drawing inferences 3. Form an opinion based on critical examination of relevant information 4. Research and analyze landmark court cases	
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Critical Content/Concept Web

Unit Topic: State and Local

Conceptual Lens: Citizenship

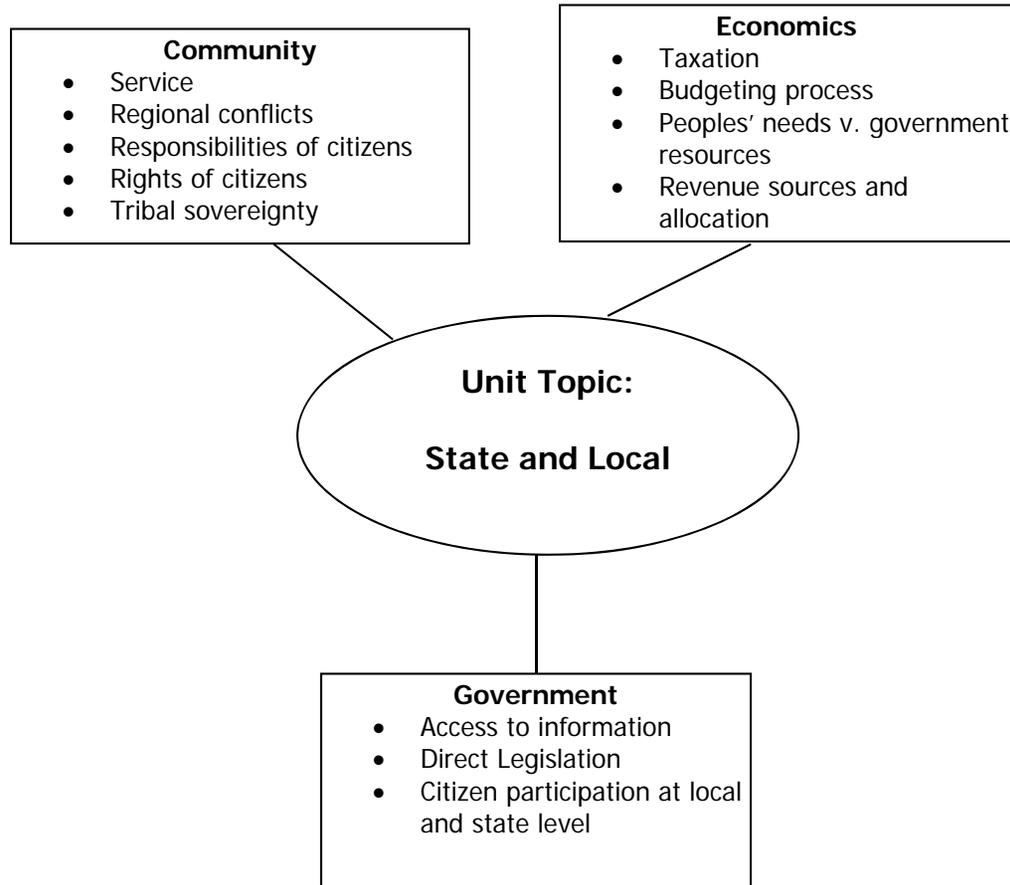
Grade: 12th - Government

Unit Planner

Unit 6 Overview

In this unit students will examine and learn local processes, significant influences and the impact (both short and long term) of these decisions. Students will also explore the conflicts, both historical and present, that issues of sovereignty create.

Time Frame: 3 weeks



Grade: 12th
Subject: Government
Unit: State and Local
Lens: Citizenship

Enduring Understandings with State Standards

Guiding Questions

1. Citizen involvement promotes a sense of community.
4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.
4.3.1 Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights

2. Federal, state, local and tribal governments are separate but also interrelated.
4.2.2 Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments.
4.2.3 Analyze and explain sovereignty and the treaty/trust relationship the United States has with American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing
4.3.2 Explain the implications of dual citizenship with regard to American Indians.
4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.

3. The state and local governments determine revenue sources and their allocation.
4.2.2 Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments

- a. What is a citizen?
 - b. What are the rights and responsibilities of citizens?
 - c. How can citizens serve?
 - d. How does one become a citizen?
 - e. What are the ways citizens participate in local government?
 - f. What roles do citizens play in referendums, initiatives and recalls?
-
- a. What services do the state and local government provide?
 - b. How does the budget process work?
 - c. What are the structures of state and local government?
 - d. At what level of government are people more able to affect change?
 - e. What are the forms of city and county government?
 - f. What are the implications of dual citizenship with regard to Native American Indians?
-
- a. How does the budget process work?
 - b. What resources are available to the community?
 - c. How are community resources distributed?

Grade: 12th Subject: Government Unit: State and Local Lens: Citizenship			
Critical Content and Skills		AC = Assessment Code: Q – Quizzes P - Prompts O – Observations WS – Work Samples D – Dialogues SA – Student Self-Assessment T - Tests	
Students will Know...	AC	Students will be able to...	AC
1. The responsibilities of a citizen (i.e. votes, pays taxes, obeys laws). 4.3.1 2. Revenue sources at the state and local level. (Joint Finance Appropriations Committee) 4.2.2 3. The various means of distribution of resources. 4.2.2 4. The inherent conflicts over resources between levels of government. 4.2.2 5. People are most likely to affect change at the local level. 4.3.3 6. The purpose of native American treaties and the conflicts over sovereignty. 4.2.2, 4.2.3, 4.3.2 7. Citizens can affect public policy through initiatives, referendums, and recalls 8. Know the following forms of city government: mayor-council form, commission form, council-manager form		1. Interpret graphs. 2. Interpret map symbols and visualize what they mean. 3. Recognize author bias. 4. Select an appropriate strategy to solve a problem. 5. Accept and fulfill social responsibilities associated with citizenship in a free society.	
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Reading Standards for Literacy in History/Social Studies

The Reading standards specific to the content areas begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Reading Informational Text

RH

Key Ideas and Details

- 11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

- 11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- 11-12.RH.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

- 11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

11-12.RH.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies

The Writing standards specific to the content areas begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Writing

WHST

Text Types and Purposes

11-12.WHST.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

11-12.WHST.3 (See note below; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Production and Distribution of Writing

- 11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- 11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 11-12.WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.