# Weld County School District 6 Social Studies Curriculum Alignment

Social studies instruction in Weld County School District 6 will prepare students to become productive, active, educated citizens who understand the importance of our nation's democratic society and the decisions made and sacrifices required to protect the foundational elements of our society; equality, liberty, and justice. Student understanding of these aspects will rely upon approaches that present social studies as a discipline of inquiry and analysis. Students will be expected to partake in the active process of asking good questions about the past, finding and analyzing sources, and drawing conclusions supported by evidence. (Mandell, 3) Through this process, Greeley Evans District 6 students will see social studies as a disciplinary way of thinking that encourages them to analyze historical evidence, evaluate it, and then demonstrate their understanding of that evidence. (Mandell, 1) Instruction within Weld County School District 6 will also develop student’s social science disciplinary literacy skills. Students will become familiar with the processes of using both primary and secondary sources to evaluate and synthesize historical evidence in order to ask and answer questions about the past that will lead to their ability to better understand and participate in the world around them through literacy skills of reading, discussing, and writing in analytical, explanatory, and argumentative modes. (Schmoker, 39)

Social studies is essential to understanding the complexity of the world. It provides the context and understanding of how humans interact with each other and with the environment over time. It offers the crucial knowledge needed to create a framework for understanding the systems of society. (Colorado, 2) To meet these expectations, Weld County School District 6 social studies instructional designs are based on the frame works of the Colorado Academic Social Studies Standards.

Students attending District 6 schools will develop the following grade level expectations in high school to prepare them in their development to meet the prepared graduate expectations of the Colorado Academic Standards.

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Unit Length</th>
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</thead>
<tbody>
<tr>
<td>Course Introduction and Foundations of Government</td>
<td>~2 weeks</td>
</tr>
<tr>
<td>Colonial Experience and the Constitutional Convention</td>
<td>~3 weeks</td>
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<tr>
<td>The Constitution and Federalism</td>
<td>~3 weeks</td>
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<tr>
<td>Linkage Institutions and Civic Participation</td>
<td>~2 weeks</td>
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<tr>
<td>Divisions of Government: Federalism and Branches</td>
<td>~5 weeks</td>
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<tr>
<td>The Judicial Branch &amp; Civil Liberties</td>
<td>~2 weeks</td>
</tr>
<tr>
<td>Local and State Government</td>
<td>~1 weeks</td>
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</tbody>
</table>
History:
1. The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources
2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time
3. The significance of ideas as powerful forces throughout history

Geography
1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions
2. Explain and interpret geographic variables that influence the interaction of people, places, and environments
3. The interconnected nature of the world, its people and places

Economics
1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources
2. Economic policies impact markets
3. Government and competition impact markets
4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL)
5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)
6. The components of personal credit to manage credit and debt (PFL)
7. Identify, develop, and evaluate risk-management strategies (PFL)

Civics
1. Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies
2. Purposes of and limitations on the foundations, structures and functions of government
3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government

Discipline Literacy: The Colorado Academic Standards for Social Studies identifies the following discipline literacy expectations for high school students.
History 1: Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence
   a. Evaluate a historical source for point of view and historical context (DOK 2-3)
   b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses (DOK 1-3)
   c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence (DOK 1-4)
   d. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts (DOK 2-3)

Geography 1: Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions
a. Gather data, make inferences and draw conclusions from maps and other visual representations (DOK 1-3)
b. Create and interpret various graphs, tables, charts, and thematic maps (DOK 1-3)
c. Analyze and present information using a variety of geographic tools and geographic findings in graphs, tables, charts, and thematic maps (DOK 1-3)
d. Locate physical and human features and evaluate their implications for society (DOK 1-3)

Civics 1: Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies
e. Critique various media sources for accuracy and perspective (DOK 2-3)

Civics 2: Purposes of and limitations on the foundations, structures and functions of government
e. Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government (DOK 1-3)

Development of Discipline Literacy in Social Sciences during high school: Students development of disciplinary literacy skills throughout the year becomes more complex in analysis and communication of understanding of primary and secondary sources. Below is an example of what that progression could look like.
Annotated Unit Template

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Timeline:</th>
<th>Enduring Concepts:</th>
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</thead>
<tbody>
<tr>
<td>Title of unit establishing content topic</td>
<td></td>
<td>Overarching concept that students will develop understanding throughout the unit.</td>
</tr>
</tbody>
</table>

Central Historical Conceptual Understandings

Central historical concepts are organizing themes that provide students a focused approach to develop deep understanding of themselves, our society, and the larger world around us.

Grade Level Expectations (GLE):

Expectations identified through the Colorado Academic Standards for Social Studies that articulate the knowledge and skills that indicate a student is making progress toward being a prepared graduate.

Inquiry Question(s): (From the standards document):

The engaging, debatable, and over-arching questions that frame the unit. These are relevant, catch students’ interest, and guide students to think more conceptually and abstractly (i.e., these questions will not have one “correct” answer)

Key Concepts and Vocabulary

**Essential Vocab:** Vocabulary critical to develop understanding of enduring concepts

**Supplemental Vocab:** Supportive vocabulary that provides access to understanding key people, actions, principles, and decisions that played influential factors of the period.

Generalizations

**My students will Understand** that...

The essential and conceptual understandings in which two or more concepts are stated in a relationship and are supported by the critical content. Generalizations represent the big/deep student understandings that build as result from the teaching of a unit; they transfer/apply across learning experiences.
<table>
<thead>
<tr>
<th>Critical Content:</th>
<th>Key Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My students will <strong>Know</strong>...</td>
<td>My students will be able to <strong>(Do)</strong>...</td>
</tr>
<tr>
<td>The “locked in time and place” topics and factual information that students must know in order to successfully master the unit’s larger understandings (generalizations)</td>
<td>The transferable skills (i.e., skills that are applicable across content areas) that will be introduced and/or refined in order for students to successfully master the unit’s larger understandings (generalizations)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Essential Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested assessment approaches to measure concept understanding and content literacy skill development.</td>
<td>The organization, scope, and sequence of lenses of inquiry and content needed for students to master units larger understandings (generalizations), overarching concepts (enduring concepts), and central historical conceptual understandings.</td>
</tr>
</tbody>
</table>

**Suggested Instruction (Embed 21st Century Skills)**

Suggested instructional practices that develop student understandings of identified concepts, generalizations, content, and disciplinary literacy skills.

**Potential Resources**

Suggested resources to support instructional development to provide critical content and skill development.
## Unit 1 Course Introduction and Foundations of Government: (3 weeks)

<table>
<thead>
<tr>
<th>Suggested Big Idea</th>
<th>The foundation of our government was influenced by numerous philosophers, ideologies and governments.</th>
</tr>
</thead>
</table>
| **Prepared Graduate Competency** | **H.2.** Analyze key historical periods and patterns of change over time within and across nations and cultures  
**C.1.** Analyze and practice rights, roles, and responsibilities of citizens  
**C.2.** Analyze origins, structure, and functions of governments and their impacts on societies and citizens |

### End of Unit Performance Task

<table>
<thead>
<tr>
<th>Colorado Academic Social Studies Priority Standards</th>
<th>Colorado Academic Social Studies Supporting Standards</th>
<th>Disciplinary Skill Development</th>
<th>Cross-Content Connections</th>
<th>Complex Texts</th>
<th>Vocabulary</th>
<th>Writing Focus</th>
</tr>
</thead>
</table>
| **H. GLE 3:** The significance of ideas as powerful forces throughout history | **C.1.a:** Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities (DOK 1-4)  
**C.2.a:** Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents (DOK 1-2) | **Priority:**  
**H.3.c:** Evaluate the historical development and impact of political thought, theory and actions (DOK 1-3)  
**C.1.b:** Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (DOK 1-3)  
**C.2.c:** Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities (DOK 2-3)  
**C.2.d:** Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights (DOK 2-3) | **Priority:**  
**H.1.e:** Construct and defend a written historical argument using relevant primary and secondary sources as evidence (DOK 1-4)  
**Support:**  
**H.1.b:** Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses (DOK 1-3)  
**H.1.d:** Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts (DOK 2-3) | **CCSS.ELA-LITERACY.RH.11-12.7** 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.  
**CCSS.ELA-LITERACY.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. | **Social Contract**  
Natural Rights  
State of Nature  
(Un)Inalienable Classical Republicanism  
Republic  
Democracy  
Confederation  
Unitary  
Federalism | **CCSS.ELA-LITERACY.WHST.11-12.1.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. |
Unit 1:

| Course Introduction and Foundations of Government | Timeline: 2 Weeks | Enduring Concepts: The foundation of our government was influenced by numerous philosophers, ideologies and governments. |

Conceptual Understandings

The gathering of diverse groups of people have made up and are continuing to transform U.S. society.

American culture, thought and education, and religious and moral values have experienced change and continuity over time.

Democracy has evolved in the United States through domestic struggles and a changing global role.

Grade Level Expectations (GLE):

Civics 1: Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies

Civics 2: Purposes of and limitations on the foundations, structures and functions of government

Civics 3: Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government

Economics 1: Economic policies impact markets

Inquiry Question(s): (From the standards document):

Civics GLE (1)
Why should you participate in government?

Civics GLE (2)
Why is it necessary to have limitations on freedom?
In a democracy, whose responsibility is it to make changes?
What would life be like without government?
When do people have the right to revolution?
How did classical republics utilize civic participation and view the rights and responsibilities of citizens.
How did the view of government change during the renaissance, reformation, and enlightenment?

Civics GLE (3)
What are the similarities and differences between various types of government

Economics GLE (3)
How do resource decisions differ in communism and capitalism economies?

Key Concepts and Vocabulary
### Generalizations

**My students will Understand that...**

Different forms of government have differing levels of citizen participation, protection of rights, and limitations of ruler’s powers.

Democracy has evolved over time and influenced the framers of the US Constitution.

The US government incorporates the ideas of classical republicanism, Locke, Hobbes, Montesquieu, and Rousseau.

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### Critical Content:  
**My students will Know...**

<table>
<thead>
<tr>
<th>Critical concepts:</th>
<th>Key Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Contract</td>
<td>Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities. C.1.a</td>
</tr>
<tr>
<td>Natural Rights Philosophy</td>
<td>Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents C.2.a</td>
</tr>
<tr>
<td>State of Nature</td>
<td>Analyze the role of government within different economies. Topics to include but not limited to command socialism, communism, and market capitalism E.1.a</td>
</tr>
<tr>
<td>Natural Rights</td>
<td><strong>Historical and Thinking Skills:</strong></td>
</tr>
<tr>
<td>(Un)Inalienable</td>
<td>- Connect philosophical ideas to key concepts</td>
</tr>
<tr>
<td>Classical Republicanism</td>
<td>- Compare and contrast differing sets of ideas</td>
</tr>
<tr>
<td>Republic</td>
<td>- Consider multiple perspectives.</td>
</tr>
<tr>
<td>Democracy</td>
<td>- Analyze cause-and-effect relationships bearing in mind multiple causation including the influence of ideas, human interests, and beliefs.</td>
</tr>
<tr>
<td>Confederation</td>
<td></td>
</tr>
<tr>
<td>Unitary</td>
<td></td>
</tr>
<tr>
<td>Federalism</td>
<td></td>
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</tbody>
</table>
### Assessments

#### Performance Tasks:
- Brochure comparing philosophies

#### SCR:
- What are the three most important foundational documents and why?

#### Other Assessments
- Students demonstrate their understanding of a social contract by creating one for their class.
- Philosopher trading cards/ frame
- Write a persuasive essay recommending a new type of government to a newly formed country

### Essential Content

**Supplemental Content:** Civic Virtue, Liberty, Consent of the governed, Common Good, Enlightenment, Parliament, Magna Carta, English Petition of Rights, English Bill of Rights, Mayflower Compact, Monarchy, Totalitarianism, Oligarchy, Presidential, Parliamentary, Capitalism, Communism, Principles of Constitutionalism, Supremacy, Branches vs. Levels of Government

### Reading Skills:
- Analyze primary sources
- Compare competing historical narratives
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (R-GR.11&12-S.9)
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. (R-GR.11&12-S.6)
- 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. (R-GR.11&12-S.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. (R-GR.11&12-S.1)

### Writing Skills:
- Defend an argument using historical evidence
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W-GR.11&12-S.9)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W-GR.11&12-S.4)
• Students will watch the American Promise: parts 1-4 videos and answer questions about why there must be reasonable limitations on freedom and that it is our responsibility to make our society better in a democracy. While students watch the film they will fill out the video guide American Promise: Freedom_Limits_Responsibility (Video Guide)

Part 1:  http://www.youtube.com/watch?v=uMDlEd2BNys&feature=related
Part 2:  http://www.youtube.com/watch?v=VsfWTpGAJUc&feature=related
Part 3:  http://www.youtube.com/watch?v=_kkN9w7x7YW&feature=related
Part 4:  http://www.youtube.com/watch?v=5Z5kftMHNlg

• Socratic Seminar (AVID Social Studies Path 1) - Suggested Questions: Is it necessary for everyone to participate in a democracy? Why is it important to have limitations on freedom? Can limits go too far? Why? Do you ever have a responsibility to tell on a friend? If so, when? Why is compromise essential in a democracy? Why were so many young Inupiats committing suicide? What caused them to stop killing themselves? What are some issues in your school or community that need to be fixed?

• Students create a classroom social contract. Students individually write down 5 freedoms and 5 reasonable limitations on those freedoms (This can be especially challenging for students because they have never had any real power in their lives and will be unaccustomed to thinking this way. Having them focus on freedoms that will help them be successful as learners is a good way to guide their thinking). They will then form groups to agree on the 5 freedoms they would like to have in the class. The teacher will then have each group share out the freedoms they came up with as a group. The 5 most popular, combined with the 5 most popular from the other classes will become the 5 freedoms; students must also come up with 5 reasonable limitations on the freedoms they have created. The teacher should write up the contract sign it and have all students sign it as well, then provide a copy to all students (Students need to experience having an impact on the freedom they enjoy; if they don’t take the responsibility to participate their voice won’t be heard…this is a nice opportunity to discuss this with students who are reluctant to participate).

• Locke’s Island activity: Have students read the first page and answer the questions individually. Have students break into groups and discuss their answers with each other. After they have had time to discuss, hand them the Island Activity in which they are placed in a state of nature (you may have to further explain the directions. It is sometimes helpful to imagine if every student in the school was shipped off to a deserted island with no adults and then answer the questions). Make sure students are clear that they need to fully explain and give support to their answer in complete sentences (You may want to use a cooperative learning strategy group member 1 reader, 2 first responder, 3 second responder, 4 recorder - have students switch roles after each question is answered. Have students compare their answers to those of John Lock (We the People, pgs 3 and 4).

• Natural Rights Philosophers v. Classical Republicans: Have students use the attached Venn diagram to see the similarities and differences between the Natural Rights Philosophers and the Classical Republicans. Instructional suggestion - put students into pairs to do the activity. Have students use a reciprocal reading strategy of breaking the readings into smaller chunks. Have one student read a small portion and then the other student can summarize.

• Comparing the rights that we still enjoy today with the following social contracts: Magna Carta, English Bill of Rights and English Petition of Right. Provide groups of students with all of the important documents were part of the history and experiences of English people. Students will then read the American’s US History book pages ___. Students need to make the connection that it wasn’t just that the colonists felt that the acts were wrong, but, more importantly; they believed that their government was violating their social contract.

• Evolution of Democratic Ideals Jigsaw using Primary documents: Using key documents and eras have students document how democratic ideals have evolved over time. Documents and eras to include: English Bill of Rights, English Petition of Rights, Mayflower Compact, Magna Carta, Renaissance, Reformation, Enlightenment, Virginia Declaration of Rights, Massachusetts Body of Liberties, Colonial Constitutions.

• Complete the “Day in the Life” webquest activity http://congress.indiana.edu/interactive-learning-modules
- Forms of government (as other options), Dictator v. democracy (direct and representative), Unitary v. Confederation v. Federalism, Resource: Video- http://www.youtube.com/watch?v=8cq8HZLFdy4; RDA- What are federalism and the separation of powers? (LINK TO VIDEO), Federalism DBQ (Link)


<table>
<thead>
<tr>
<th>Potential Resources</th>
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<tbody>
<tr>
<td>Resources: We the People, English Bill of Rights, English Petition of Rights, Mayflower Compact, Primary sources (Locke, Plato, Hobbes, etc.)</td>
</tr>
<tr>
<td>Suggested Big Idea</td>
</tr>
<tr>
<td>--------------------</td>
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</tbody>
</table>
| Prepared Graduate Competency | **H.2.** Analyze key historical periods and patterns of change over time within and across nations and cultures  
**C.2.** Analyze origins, structure, and functions of governments and their impacts on societies and citizens |

### End of Unit Performance Task

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<th>Writing Focus</th>
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</table>
| **H.2.e:** Analyze continuity and change in eras over the course of United States history (DOK 2-3) | **H.2.g:** Analyze the complexity of events in United States history. (DOK 2-3)  
**H.3.c:** Evaluate the historical development and impact of political thought, theory and actions (DOK 1-3)  
**H.3.d:** Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government (DOK 1-3)  
**C.2.b:** Identify the structure, function, and roles of members of government and their relationship to democratic values (DOK 1-2)  
**C.2.c:** Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities (DOK 1-2) | **Priority:**  
**H.1.e:** Construct and defend a written historical argument using relevant primary and secondary sources as evidence (DOK 1-4)  
**Support:**  
**H.1.b:** Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses (DOK 1-3)  
**H.1.d:** Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts (DOK 2-3) | **CCSS.ELA-LITERACY.RH.11-12.7** 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. | **Framers/Founders, Federalists, Anti-federalists, Federalist Papers**  
**Articles of Confederation**  
**Constitutional Convention**  
**Checks and balances**  
**bicameral proportional representation**  
**equal representation** | **CCSS.ELA-LITERACY.WHST.11-12.1.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. |
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<th>(DOK 2-3)</th>
<th>C.2.d: Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights (DOK 2-3)</th>
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### Unit 2: Colonial Experience and the Constitutional Convention

**Timeline:** 3 Weeks

**Enduring Concepts:** Democracy requires civic discourse and compromise as evidenced by the creation of our government.

### Conceptual Understandings

The gathering of diverse groups of people have made up and are continuing to transform U.S. society.

Economic and technological transformation has shaped the United States society from colonial days to the present.

American culture, thought and education, and religious and moral values have experienced change and continuity over time.

Democracy has evolved in the United States through domestic struggles and a changing global role.

### Grade Level Expectations (GLE):

**Civics 1:** Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies.

**Civics 2:** Purposes of and limitations on the foundations, structures and functions of government.

**Inquiry Question(s): (From the standards document):**

**Civics 1 (GLE)**
How do people resolve differences while remaining respectful of multiple perspectives?

**Civics 2 (GLE)**
1. What are the most important democratic ideals and practices?
2. How does government best protect individual rights and the rights of minorities, yet have the majority rule?
3. What would United States government look like with no checks and balances or another mix of those limitations?

### Key Concepts and Vocabulary

**Essential Vocab:** Framers/Founders, Federalists, Anti-federalists, Federalist Papers, Articles of Confederation, Constitutional Convention, Virginia Plan, New Jersey Plan, Connecticut Compromise, Shay’s Rebellion, Checks and balances, limited government, bicameral, proportional representation, equal representation

**Supplemental Vocab:** Declaration of Independence, representative government, supremacy clause, House of Representatives, Senate, Executive, Judicial, President, Legislative, Supreme Court, elastic clause,
### Generalizations

My students will **Understand** that...

British violations of the social contract forced the colonists to declare independence.

British actions in the late 1700s shaped colonial view of government and influenced the governments they created at the state and national level.

Weakness of the Articles of Confederation created fundamental problems for the US which lead to the creation of the Constitution.

The debates and compromises of the Constitutional Convention and Ratification debate shaped the government created by the Constitution.

### Critical Content:

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<td>Framers/ Founding Father</td>
<td>Evaluate how individuals and groups can effectively use the structure and</td>
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<td>Federalist</td>
<td>functions of various levels of government to shape policy</td>
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<td>Anti-federalists</td>
<td>C.1.a</td>
</tr>
<tr>
<td><em>Federalist Papers</em></td>
<td>Describe the roles and influence of individuals, groups, and the press as</td>
</tr>
<tr>
<td>Articles of Confederation</td>
<td>checks on governmental practices as (discussed by the Federalists and Anti-</td>
</tr>
<tr>
<td>Constitutional Convention</td>
<td>Federalists)</td>
</tr>
<tr>
<td>Virginia Plan</td>
<td>C.1.c</td>
</tr>
<tr>
<td>New Jersey Plan</td>
<td>Describe the origins, purposes and limitations of government and include</td>
</tr>
<tr>
<td>Connecticut Compromise</td>
<td>the contribution of key philosophers and documents</td>
</tr>
<tr>
<td>Shay’s Rebellion</td>
<td>C.2.a</td>
</tr>
<tr>
<td>Checks and balances</td>
<td>Identify the structure, function, and roles of members of government and</td>
</tr>
<tr>
<td>limited government</td>
<td>their relationship to democratic values as argued by the Federalists and</td>
</tr>
<tr>
<td>bicameral</td>
<td>Anti-Federalists</td>
</tr>
<tr>
<td>proportional representation</td>
<td>C.2.b</td>
</tr>
<tr>
<td>equal representation</td>
<td>Analyze and explain the importance of the principles of democracy and the</td>
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<td></td>
<td>inherent competition among values. Values to include but not be limited to</td>
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<tr>
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<td>freedom and security, individual rights and common good, and rights and</td>
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<td></td>
<td>responsibilities balances or another mix of those limitations.</td>
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<tr>
<td></td>
<td>C.2.c</td>
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<tr>
<td></td>
<td>Analyze the role of the founding documents and the evolution of their</td>
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<td></td>
<td>interpretation through governmental action and court cases. Documents to</td>
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<tr>
<td></td>
<td>include but not limited to the United States Constitution and the Bill of</td>
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<tr>
<td></td>
<td>Rights.</td>
</tr>
<tr>
<td></td>
<td>C.2.d</td>
</tr>
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</table>
Historical and Thinking Skills:
- Connect philosophical ideas to key concepts
- Compare and contrast differing sets of ideas
- Consider multiple perspectives.
- Analyze cause-and-effect relationships bearing in mind multiple causation including the influence of ideas, human interests, and beliefs.

Reading Skills:
- Analyze primary sources
- Compare competing historical narratives
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (R-GR.11&12-S.9)
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. (R-GR.11&12-S.6)
- 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. (R-GR.11&12-S.2)
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- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W-GR.11&12-S.9)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W-GR.11&12-S.4)

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<tbody>
<tr>
<td>Performance Tasks:</td>
<td><strong>Supplemental Content</strong>: Declaration of Independence, representative government, supremacy clause, House of Representatives, Senate, Executive, Judicial, President, Legislative, Supreme Court, elastic clause</td>
</tr>
</tbody>
</table>
**Identify and describe five of the most serious weaknesses of the Articles of Confederation? Which one was the greatest weakness and why?**

Identify five weaknesses of the Articles of Confederation and explain how these problems were fixed by the new Constitution.

Compare and contrast the views of Federalists and Anti-Federalists.

**Other Assessments**
- Framers picture frame assignment
- Quiz on Constitutional Convention
- Quiz on Federalists vs Anti-Federalists
- Natural Rights and Classical Republicanism application using Preamble to Constitution

**Suggested Instruction (Embed 21st Century Skills)**

- Colonial experience - focus on violation of social contract
- Declaration of Independence: what it says re: government and violations of social contract
- Translating the Declaration of Independence into modern language
- Articles of Confederation (LINK: Articles of Confederation Activity) focus on: Powers of State and Powers of National government under Articles, Successes and Weaknesses of the Articles, and Shays Rebellion
- Constitutional Convention: Focus on: Plans, compromises between big-small states and north-south states, and Division of power—House v. Senate and State v. National with different purposes and powers; supremacy clause
- Preamble: 6 purposes of the government as outlined in preamble- Barney Fife Preamble Video: [http://www.youtube.com/watch?v=oBuPQgV8yBM](http://www.youtube.com/watch?v=oBuPQgV8yBM)
- Federalists v. Anti-Federalists- jigsaw of views on key ideas; “Who Said” Activity
- Amendment process
- Stanford History Project, Reading Like a Historian, “Federalists and Anti-Federalists”
Potential Resources

Resources:
Annenberg video “Key Constitutional Concepts: Creating the Constitution”

Video: Key Constitutional Concepts: Checks and Balances

Big-Small State Issue- Red We the People book p. 115

Federalist Papers- Summary and Analysis: http://www.gradesaver.com/the-federalist-papers/study-guide/

Old Brown We the People Teacher Guide Comparison and Summary of Key Ideas of Federalist and Anti-Federalist ideas

Old Brown We the People Teacher Guide Chart of Articles of Confederation

Federalists 10 DBQ (LINK)

We the People Books- Brown book p. 56-59; Red book Lesson 11

Liberty Series video- “Are We to be a Nation”
## Unit 3 Constitution and Federalism: (2 weeks)

<table>
<thead>
<tr>
<th>Suggested Big Idea</th>
<th>Prepared Graduate Competency</th>
</tr>
</thead>
</table>
| The powers of the government are both separated and shared between the branches and levels of government. | Civics 1: Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies  
Civics 2: Purposes of and limitations on the foundations, structures and functions of government |

<table>
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<tr>
<th>End of Unit Performance Task</th>
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<tbody>
<tr>
<td><strong>Colorado Academic Social Studies Priority Standards</strong></td>
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<td><strong>Colorado Academic Social Studies Supporting Standards</strong></td>
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<td><strong>Disciplinary Skill Development</strong></td>
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<td><strong>Complex Texts</strong></td>
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<tr>
<td><strong>Vocabulary</strong></td>
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<tr>
<td><strong>Writing Focus</strong></td>
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</tbody>
</table>

**C.1.c** Identify the structure, function, and roles of members of government and their relationship to democratic values as argued by the Federalists and Anti-Federalists

**C.2.b** Describe the roles and influence of individuals, groups, and the press as checks on governmental practices as (discussed by the Federalists and Anti-Federalists)

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<th>Priority: C.1.c</th>
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</tr>
</thead>
<tbody>
<tr>
<td>H.1.c: Construct and defend a written historical argument using relevant primary and secondary sources as evidence (DOK 1-4)</td>
<td>Checks and Balances separation of powers reserved powers shared powers concurrent powers articles amendments amendment process preamble Bill of Rights popular sovereignty judicial review supremacy clause elastic clause</td>
</tr>
<tr>
<td><strong>Support:</strong></td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research. (W-GR.11&amp;12-S.9)</td>
</tr>
<tr>
<td>H.1.b: Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses (DOK 1-3)</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W-GR.11&amp;12-S.4)</td>
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<td>H.1.d: Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts (DOK 2-3)</td>
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<td>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. (R-GR.11&amp;12-S.2)</td>
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accurate summary that makes clear the relationships among the key details and ideas. (R-GR.11&12-S.1)
### Unit 3:
**Timeline:** 2 Weeks
**Enduring Concepts:**

The Constitution and Federalism

The powers of the government are both separated and shared between the branches and levels of government.

---

### Conceptual Understandings

- The gathering of diverse groups of people have made up and are continuing to transform U.S. society
- Economic and technological transformation has shaped the United States society from colonial days to the present.
- American culture, thought and education, and religious and moral values have experienced change and continuity over time.
- Democracy has evolved in the United States through domestic struggles and a changing global role.

---

### Grade Level Expectations (GLE):

**Civics 1:**
Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies

**Civics 2:** Purposes of and limitations on the foundations, structures and functions of government

---

### Inquiry Question(s): (From the standards document):

**Civics 1 (GLE)**
- How does the Legislative branch check power of the other two branches
- How does the president act as a check on government?

**Civics 2 (GLE)**
- What are the most important democratic ideals and practices?
- How does government best protect individual rights and the rights of minorities, yet have the majority rule?
- What would United States government look like with no checks and balances or another mix of those limitations?
- Does Congress have the power to adequately check the other branches?
- What are the powers and limitations of Congress?

---

### Key Concepts and Vocabulary

**Essential Vocab:** Checks and Balances, separation of powers, reserved powers, shared powers, concurrent powers, articles, amendments, amendment process, preamble, Bill of Rights, popular sovereignty, judicial review, supremacy clause, elastic clause

**Supplemental Vocab:** Veto, bill, law, impeachment, due process, equal protection
<table>
<thead>
<tr>
<th>Generalizations</th>
</tr>
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<tbody>
<tr>
<td>My students will <strong>Understand</strong> that...</td>
</tr>
<tr>
<td>Powers are divided between the National government and the States.</td>
</tr>
<tr>
<td>The Constitution is a flexible document that can be changed to reflect a changing society.</td>
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</tbody>
</table>

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<th>Critical Content:</th>
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<td>My students will <strong>Know</strong>...</td>
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<tr>
<td>My students will be able to <strong>(Do)</strong>...</td>
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</table>

Describe the roles and influence of individuals, groups, and the press as checks on governmental practices as (discussed by the Federalists and Anti-Federalists) C.1.c

Identify the structure, function, and roles of members of government and their relationship to democratic values as argued by the Federalists and Anti-Federalists C.2.b

**Historical and Thinking Skills:**
- Connect philosophical ideas to key concepts
- Compare and contrast differing sets of ideas
- Consider multiple perspectives.
- Analyze cause-and-effect relationships bearing in mind multiple causation including the influence of ideas, human interests, and beliefs.

**Reading Skills:**
- Analyze primary sources
- Compare competing historical narratives
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (R-GR.11&12-S.9)
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. (R-GR.11&12-S.6)
- 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. (R-GR.11&12-S.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. (R-GR.11&12-S.1)

**Writing Skills:**
Defend an argument using historical evidence
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W-GR.11&12-S.9)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W-GR.11&12-S.4)

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<td>Suggested Instruction (Embed 21st Century Skills)</td>
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</tbody>
</table>

- Constitution Scavenger Hunt
- Constitution Webquest (iCivics)
- Students create a visual representation of the amendments
- TCI *History Alive!* Federalism Case Studies
- Political Cartoon Analysis on checks and balances
- Amendment Bracket Challenge- Students must compare different amendments and justify which they think is the most important

<table>
<thead>
<tr>
<th>Potential Resources</th>
</tr>
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<tbody>
<tr>
<td><strong>Resources:</strong> Pocket Constitutions, Annenberg Classroom Videos and Activities (Key Constitutional Concepts, Independent Judiciary, Bill of Rights)</td>
</tr>
</tbody>
</table>
### Unit 4 Linkage Institutions and Civic Participation: (2 weeks)

<table>
<thead>
<tr>
<th>Suggested Big Idea</th>
<th>Citizens are the essential piece of the democratic puzzle and are linked to the government through various institutions.</th>
</tr>
</thead>
</table>
| Prepared Graduate Competency | C.1. Analyze and practice rights, roles, and responsibilities of citizens  
C.2. Analyze origins, structure, and functions of governments and their impacts on societies and citizens |

<table>
<thead>
<tr>
<th>End of Unit Performance Task</th>
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<tr>
<td>Colorado Academic Social Studies Standards</td>
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</tbody>
</table>
| C.1.a: Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities (DOK 1-4) | C.1.b: Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (DOK 1-3)  
C.1.e: Describe the roles and influence of individuals, groups, and the press as checks on governmental practices (DOK 1-2)  
C.1.d: Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government (DOK 1-3)  
C.1.e: Critique various media sources for accuracy and perspective (DOK 2-3)  
C.2.e: Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities (DOK 2-3) | Priority:  
H.1.c: Construct and defend a written historical argument using relevant primary and secondary sources as evidence (DOK 1-4) | CCSS.ELA-LITERACY.RH.11-12.7 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.  
CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. | | liberal  
democrat  
conservative  
republican  
gatekeeper  
watchdog  
scorekeeper  
agents of socialization  
political parties | CCSS.ELA-LITERACY.WHST.11-12.1.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. |
<table>
<thead>
<tr>
<th>C.2.e:</th>
<th>Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government (DOK 1-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.3.a:</td>
<td>Discuss multiple perspectives on local issues and options for participating in civic life (DOK 1-3)</td>
</tr>
<tr>
<td>C.3.b:</td>
<td>Analyze and discuss multiple perspectives on state issues and options for participating in civic affairs by shaping policies (DOK 2-3)</td>
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### Unit 4:  
**Linkage Institutions and Civic Participation**  
**2 Weeks**  
Citizens are the essential piece of the democratic puzzle and are linked to the government through various institutions.

#### Conceptual Understandings
- The gathering of diverse groups of people have made up and are continuing to transform U.S. society.
- Economic and technological transformation has shaped the United States society from colonial days to the present.
- American culture, thought and education, and religious and moral values have experienced change and continuity over time.
- Democracy has evolved in the United States through domestic struggles and a changing global role.

#### Grade Level Expectations (GLE):

**Civics 1:** Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies.

**Civics 2:** Purposes of and limitations on the foundations, structures, and functions of government.

#### Inquiry Question(s): (From the standards document):

**Civics 1 (GLE)**
- What is the meaning of civic participation in a democratic republic?
- How do citizens act as a check on government?
- What strategies can citizens use most effectively to influence public policy?
- How do people resolve differences while remaining respectful of multiple perspectives?
- Why should you participate in government?
- What factors influence why and how citizens vote?
- How does the mass media function as the gatekeeper, scorekeeper, and watchdog of government?

**Civics 2 (GLE)**
- What are the most important democratic ideals and practices?
- How does government best protect individual rights and the rights of minorities, yet have the majority rule?
- How do political parties work in the United States’ democratic society?

#### Key Concepts and Vocabulary

**Essential Vocab:** liberal, democrat, conservative, republican, gatekeeper, watchdog, scorekeeper, agents of socialization, political parties

**Supplemental Vocab:** political socialization, political participation, moderate, minor/third parties, party platform, nomination, convention, primary, caucus, interest groups, PAC’s, civil disobedience, methods of participation, mass media, ideology, voter demographics, interest groups
There are numerous factors which influence a person’s ideology and if people vote.

Individuals participate in government in a variety of ways through a variety of institutions.

### Essential Concepts
- Liberal
- Democrat
- Conservative
- Republican
- Gatekeeper
- Watchdog
- Scorekeeper
- Political socialization
- Political parties

### Critical Content:
- My students will **Know**...

### Key Skills:
- My students will be able to **Do**...

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<th>Key Skills:</th>
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| Liberal Democrat Conservative Republican Gatekeeper Watchdog Scorekeeper political socialization political parties | Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities  
C.1.a |
| | Describe the roles and influence of individuals, groups, and the press as checks on governmental practices  
C.1.c |
| | Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government  
C.1.d |
| | Critique various media sources for accuracy and perspective  
C.1.e |
| | Analyze and explain the importance of the principles of democracy and the inherent competition among values as expressed civic participation. Values to include but not be limited to individual rights and common good, minorities vs. group rights, and rights and responsibilities of citizens  
C.2.c |
| | Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government  
C.2.e |
| | Discuss multiple perspectives on local issues and options for participating in civic life  
C.3.a |
| | Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies |
C.3.b

Explain how to monitor and influence public policy.

C.3.c

**Historical and Thinking Skills:**
- Connect philosophical ideas to key concepts
- Compare and contrast differing sets of ideas
- Consider multiple perspectives.
- Analyze cause-and-effect relationships bearing in mind multiple causation including the influence of ideas, human interests, and beliefs.

**Reading Skills:**
- Analyze primary sources
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<tr>
<td>• Tri-fold brochure on civic participation and participation in school events</td>
<td></td>
</tr>
<tr>
<td><strong>Other Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>• Predict upcoming elections based on demographic traits of each Congressional district by color coding Colorado Congressional District map.</td>
<td></td>
</tr>
<tr>
<td>• Have students write a Congressman about a major issue.</td>
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### Suggested Instruction (Embed 21st Century Skills)

**Behavior**
- Factors that influence voting decisions
  - Ed., SES, parents...
  - Voting Data charts, tables, etc. examination
  - Media's influence
    - Activity: Examine media bias by looking at the same story in 5 new sources. Students should identify the bias of each story and could identify where the source is liberal or conservative leaning.
- Qualifications to vote
- How to participate
Potential Resources

**Resources:**
- Conservative vs. Liberal beliefs document
- Media Bias Article
- Roles of Media Reading
- Ideology Survey
- Political Cartoons
- The Onion article
- [OpenSecrets.org](http://www.opensecrets.org)
- [ProCon.org](http://www.procon.org)

- Voting, hold office, petition, protest and civil disobedience
  - Facts of Congress Videos (Citizen Participation, One Vote Matters)
  - Lee Hamilton’s Comments on Congress Readings (Active Citizenship, Cornerstones of Democracy, 10 Commandments of Citizenship, Citizenship is Hard Work)

**Parties**
- Conservative v. liberal
  - Role of minor parties
  - Activity: Ideology Quiz
**Unit 5  Division of Government (Federalism and Branches): (5 weeks)**

<table>
<thead>
<tr>
<th>Suggested Big Idea</th>
<th>The powers of the government are both separated and shared between the branches and levels of government.</th>
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<tr>
<td>Prepared Graduate Competency</td>
<td><strong>E.1.</strong> Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy&lt;br&gt;<strong>C.2.</strong> Analyze origins, structure, and functions of governments and their impacts on societies and citizens</td>
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<tr>
<td><strong>Writing Focus</strong></td>
<td><strong>CCSS.ELA-LITERACY.RH.11-12.7</strong> 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.</td>
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<td><strong>CCSS.ELA-LITERACY.RH.11-12.9</strong> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
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**E.2.a:** Analyze how government activities influence the economy. Topics to include but not limited to: taxation, monetary policy, and the Federal Reserve (DOK 1-2)

**C.2.a:** Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents (DOK 1-2)

**C.3.e:** Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events (DOK 1-3)

**E.2.c:** Identify government activities that affect the local, state, or national economy (DOK 1)

**E.2.f:** Compare and contrast monetary and fiscal policies of the United States that are used to stabilize the economy (DOK 2-3)

**C.2.b:** Identify the structure, function, and roles of members of government and their relationship to democratic values (DOK 1-2)

**C.2.e:** Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government (DOK 1-3)

**C.3.d:** Analyze goals and tools used by the United States in developing foreign policy (DOK 1-3)

**Priority:**

**H.1.e:** Construct and defend a written historical argument using relevant primary and secondary sources as evidence (DOK 1-4)

**Support:**

**H.1.b:** Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses (DOK 1-3)

**H.1.d:** Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts (DOK 2-3)

**Chief Diplomat**

**Chief Legislative Commander in Chief**

**Chief of Party, Chief Citizen**

**Chief of State, Chief Administrator**

**Election, Electoral College**

**Cabinet, primary Caucus**

**national convention checks and balances separation of powers policy override filibuster veto bill law committee conference committee reappointment redistricting gerrymandering impeachment House of Representatives Senate reserved powers shared powers concurrent powers federalism**

**CCSS.ELA-LITERACY.WHST.11-12.1.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.
<table>
<thead>
<tr>
<th>Unit 5:</th>
<th>Timeline:</th>
<th>Enduring Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divisions of Government: Federalism and Branches</td>
<td>5 Weeks</td>
<td>The powers of the government are both separated and shared between the branches and levels of government.</td>
</tr>
</tbody>
</table>

**Conceptual Understandings**

- The gathering of diverse groups of people have made up and are continuing to transform U.S. society.
- Economic and technological transformation has shaped the United States society from colonial days to the present.
- American culture, thought and education, and religious and moral values have experienced change and continuity over time.
- Democracy has evolved in the United States through domestic struggles and a changing global role.

**Grade Level Expectations (GLE):**

- **Civics 1:** Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies.
- **Civics 2:** Purposes of and limitations on the foundations, structures and functions of government.
- **Civics 3:** Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government.
- **Economics 4:** Economic policies impact markets.

**Inquiry Question(s): (From the standards document):**

- **Civics 1 (GLE)**
  - How does the Legislative branch check power of the other two branches?
  - How does the president act as a check on government?

- **Civics 2 (GLE)**
  - What are the most important democratic ideals and practices?
  - How does government best protect individual rights and the rights of minorities, yet have the majority rule?
  - What would United States government look like with no checks and balances or another mix of those limitations?
  - Does Congress have the power to adequately check the other branches?
  - What are the powers and limitations of Congress?
  - How does Congress create laws?
  - What are the differences between the House and the Senate and what are the significances of these differences?
  - What are the formal and informal powers of the president?
  - What are examples of the president using his powers over time?
  - What is the path of presidential election from candidate to nominee?
  - What would society look like if several landmark court cases had been decided differently?
  - How does domestic policy affect foreign policy?
  - How does a government make foreign policy and can individuals influence policy?
What are possible motivations underlying foreign policy decisions?

Civics 3 (GLE)
How does the president utilize his powers when dealing with foreign nations?
What are the various roles of government?
How have the meanings of American ideals remained the same and changed over time?

Economics 2 (GLE)
What is government's role in a market economy?
What is the economic impact of various monetary and fiscal policies that a government can use?
How would you change monetary policy?

<table>
<thead>
<tr>
<th>Key Concepts and Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXECUTIVE</strong></td>
</tr>
<tr>
<td><strong>Essential Vocab:</strong> Chief Diplomat, Chief Legislative, Commander in Chief, Chief of Party, Chief Citizen, Chief of State, Chief Administrator, War Powers Act, Popular vote, Electoral College, cabinet, Presidential secession, Winner take all system, proportional system, primary, caucus, national convention, checks and balances, separation of powers, policy</td>
</tr>
<tr>
<td><strong>Supplemental Vocab:</strong> State of Union, key note address, natural born, diplomacy, Monetary policy, fiscal policy, domestic policy, foreign policy, deficit, debt, budget deficit, import, export, taxes, entitlements</td>
</tr>
<tr>
<td><strong>LEGISLATIVE</strong></td>
</tr>
<tr>
<td><strong>Essential Vocab:</strong> override, filibuster, veto, bill, law, committee, conference committee, reappointment, redistricting, gerrymandering, impeachment, House of Representatives, Senate, checks and balances, separation of powers</td>
</tr>
<tr>
<td><strong>Supplemental Vocab:</strong> Speaker of House, majority leader, minority leader, party whip, president pro tempore, commerce power, necessary and proper/elastic clause, pork barrel</td>
</tr>
</tbody>
</table>

Generalizations
My students will **Understand** that...

- The powers of Congress are numerous and varied.
- As the figurehead of our government, the president has many formal and informal powers.
- The division of power between the states and national government has advantages, disadvantages and is ever changing.
- The United States interacts differently with different countries for different reasons.
- The Federal budget and domestic policy reflects different American priorities.
<table>
<thead>
<tr>
<th>Critical Content:</th>
<th>Key Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My students will <strong>Know</strong>...</td>
<td>My students will be able to <strong>(Do)</strong>...</td>
</tr>
<tr>
<td><strong>Essential Concepts:</strong> EXECUTIVE</td>
<td>Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities</td>
</tr>
<tr>
<td></td>
<td>C.1.a</td>
</tr>
<tr>
<td>Roles of the Executive</td>
<td>Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy</td>
</tr>
<tr>
<td>War Powers Act</td>
<td>C.1.b</td>
</tr>
<tr>
<td>Popular vote</td>
<td>Describe the roles and influence of individuals, groups, and the press as checks on governmental practices</td>
</tr>
<tr>
<td>Electoral College</td>
<td>C.1.c</td>
</tr>
<tr>
<td>Presidents cabinet</td>
<td>Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents</td>
</tr>
<tr>
<td>Presidential succession</td>
<td>C.2.a</td>
</tr>
<tr>
<td>Winner take all system</td>
<td>Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities balances or another mix of those limitations?</td>
</tr>
<tr>
<td>proportional system</td>
<td>C.2.c</td>
</tr>
<tr>
<td>primary</td>
<td>Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights.</td>
</tr>
<tr>
<td>caucus</td>
<td>C.2.d</td>
</tr>
<tr>
<td>national convention</td>
<td>Explain how to monitor and influence public policy</td>
</tr>
<tr>
<td>checks and balances</td>
<td>C.3.c</td>
</tr>
<tr>
<td>separation of powers</td>
<td>Analyze goals and tools used by the United States in developing foreign policy</td>
</tr>
<tr>
<td>policy</td>
<td>C.3.d</td>
</tr>
<tr>
<td></td>
<td>Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events</td>
</tr>
<tr>
<td></td>
<td>C.3.e</td>
</tr>
<tr>
<td><strong>Essential Concepts:</strong> Legislative</td>
<td></td>
</tr>
<tr>
<td>Override</td>
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<tr>
<td>Filibuster</td>
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<tr>
<td>Veto</td>
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<tr>
<td>Bill</td>
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<tr>
<td>Law</td>
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<tr>
<td>committee,</td>
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<tr>
<td>conference committee</td>
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<tr>
<td>reappointment</td>
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<tr>
<td>redistricting</td>
<td></td>
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<tr>
<td>gerrymandering</td>
<td></td>
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<tr>
<td>impeachment</td>
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<tr>
<td>House of Representatives</td>
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<tr>
<td>Senate</td>
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<tr>
<td>checks and balances</td>
<td></td>
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<tr>
<td>separation of powers</td>
<td></td>
</tr>
<tr>
<td><strong>Essential Concepts:</strong> POLICY</td>
<td></td>
</tr>
<tr>
<td>Presidential role in establishing foreign policy.</td>
<td></td>
</tr>
</tbody>
</table>
Analyze how government activities influence the economy. Topics to include but not limited to: taxation, monetary policy, and the Federal Reserve

G.2.a

Recognize the interaction between foreign and domestic economic policies. Topics to include but not limited to: embargoes, tariffs, and subsidies

G.2.b

Identify government activities that affect the local, state, or national economy

G.2.c

Give examples of the role of government in a market economic system

G.2.d

Compare and contrast monetary and fiscal policies of the United States government that are used to stabilize the economy

G.2.f

Historical and Thinking Skills:
- Connect philosophical ideas to key concepts
- Compare and contrast differing sets of ideas
- Consider multiple perspectives.
- Analyze cause-and-effect relationships bearing in mind multiple causation including the influence of ideas, human interests, and beliefs.

Reading Sills:
- Analyze primary sources
- Compare competing historical narratives
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (R-GR.11&12-S.9)
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. (R-GR.11&12-S.6)
- 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. (R-GR.11&12-S.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. (R-GR.11&12-S.1)

Writing Skills:
- Defend an argument using historical evidence
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W-GR.11&12-S.9)
## EXECUTIVE

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Essential Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Tasks:</strong></td>
<td></td>
</tr>
<tr>
<td>Presidential Roadmap Assessment</td>
<td></td>
</tr>
<tr>
<td><strong>Other Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>Political Cartoon SCR (p.327 in Pearson’s American Government)</td>
<td></td>
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<tr>
<td>Electoral College Map Activity w/ SCR</td>
<td></td>
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<tr>
<td>Bureaucracy Pathology Webactivity</td>
<td></td>
</tr>
<tr>
<td>Presidential Hats Activities</td>
<td></td>
</tr>
<tr>
<td>Scored Discussion on a foreign policy issue</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Instruction (Embed 21st Century Skills)**

Presidential Hat Activity: Have students create a graphic organizer to demonstrate the “hats” or powers the President has and how he uses them. Move to a discussion of different actions and have students discuss what power (“hat”) was used and how.

Eleanor Roosevelt Socratic Seminar on reading re: Woman President

Powers and Duties

- Include checks on other branches

Length of term and Qualifications

Line of succession- 25th Am.

Primary/Caucus/National Convention System

Electoral College Activity and SCR

Supplemental Content: State of Union, key note address, natural born, diplomacy, Monetary policy, fiscal policy, domestic policy, foreign policy, deficit, debt, budget deficit, import, export, taxes, entitlements
### LEGISLATIVE

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Essential Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Tasks:</strong></td>
<td><strong>LEGISLATIVE</strong></td>
</tr>
<tr>
<td>Unit Test</td>
<td><em>Supplemental Content:</em> Speaker of House, majority leader, minority leader, party whip, president pro tempore, commerce power, necessary and proper/elastic clause, pork barrel</td>
</tr>
<tr>
<td>SCR: Identify three different powers of Congress and discuss how you would</td>
<td></td>
</tr>
<tr>
<td>like Congress to use these powers to positively influence your life.</td>
<td></td>
</tr>
<tr>
<td><strong>Other Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>Visual representation of how a bill to law (ex. Building a sub sandwich)</td>
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<tr>
<td>Mock Congress</td>
<td></td>
</tr>
<tr>
<td>Create a Help Wanted/Job description for a Congressman</td>
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</tr>
<tr>
<td>Origination chart of Congressional leadership</td>
<td></td>
</tr>
<tr>
<td>Web quest Congressional Research Service</td>
<td></td>
</tr>
<tr>
<td>Simulation: analyze proper legislator</td>
<td></td>
</tr>
<tr>
<td>Letter to elected official re: currently proposed legislation</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Instruction (Embed 21st Century Skills)**

**Powers**
- Shared and reserved -- Be sure to delineate which are House only and Senate only powers!
- Denied powers: Ex post facto, bill of attainder, habeas corpus,
- Include checks on branches

**Qualifications and Length of term**
Leadership

How elected
pork barrel

Bill to Law (LINK: Bill to Law Road Map)

Include override, filibuster

## POLICY

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Essential Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Tasks:</strong></td>
<td><strong>Supplemental Content:</strong> Types of Policy: Foreign, Domestic, Environmental, Military, Economic, and Diplomatic</td>
</tr>
<tr>
<td>Case Study on key domestic policy issues</td>
<td></td>
</tr>
<tr>
<td>Foreign Policy Advisor Brief (tweak from Choices program - US Role in Changing World)</td>
<td></td>
</tr>
<tr>
<td><strong>Other Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>Write a letter to local government official (district administration OK) regarding a policy</td>
<td></td>
</tr>
<tr>
<td>SCR on budgetary process</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Instruction (Embed 21st Century Skills)**

Budget Simulation: [http://congress.indiana.edu/sites/default/files/modules/budget/budget.htm](http://congress.indiana.edu/sites/default/files/modules/budget/budget.htm) (Skip intro) Have students complete the “estimate” budget and then compare to the 2008 budget. Write an SCR summarizing the differences between their estimated budget and actual budget and discuss their budget priorities and decisions.

Choices Program on Foreign Policy Options (Futures in Brief)

Case Studies on Domestic Policy Jigsaw: Research key domestic policies and present to class. Topics could include Health Care, Welfare, Immigration, Crime Punishment, Marijuana (Legalization or medical regulation), Environmental Policy, Social Security, Energy
Create flowchart of the policy making cycle

<table>
<thead>
<tr>
<th>Potential Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources:</strong></td>
</tr>
<tr>
<td>School House Rocks- 3 Ring Government</td>
</tr>
<tr>
<td>The Redistricting Game</td>
</tr>
<tr>
<td>How a Bill Becomes a Law Crash Course Government and Politics:</td>
</tr>
<tr>
<td>Electoral College:</td>
</tr>
<tr>
<td>Annenberg Video</td>
</tr>
<tr>
<td>HippoCampus videos</td>
</tr>
</tbody>
</table>
# Unit 6 Judicial Branch and Civil Liberties: (2 weeks)

<table>
<thead>
<tr>
<th>Suggested Big Idea</th>
<th>While the Constitution guarantees rights and freedoms for all people, the judicial branch has the responsibility of determining the extent to which these rights are protected or limited.</th>
</tr>
</thead>
</table>
| Prepared Graduate Competency | C.1. Analyze and practice rights, roles, and responsibilities of citizens  
C.2. Analyze origins, structure, and functions of governments and their impacts on societies and citizens |
| End of Unit Performance Task |  
| Colorado Academic Social Studies Standards | Colorado Academic Social Studies Supporting Standards | Disciplinary Skill Development | Cross-Content Connections | Complex Texts | Vocabulary | Writing Focus |
| C.1.a: Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities (DOK 1-4) | C.1.b: Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (DOK 1-3)  
C.1.c: Describe the roles and influence of individuals, groups, and the press as checks on governmental practices (DOK 1-2)  
C.1.d: Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government (DOK 1-3)  
C.1.e: Critique various media sources for accuracy and perspective (DOK 2-3)  
C.2.d: Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the Bill of Rights (DOK 2-3) | Priority:  
H.1.e: Construct and defend a written historical argument using relevant primary and secondary sources as evidence (DOK 1-4)  
Support:  
H.1.b: Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses (DOK 1-3)  
H.1.d: Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts (DOK 2-3) | CCSS.ELA-LITERACY.RH.11-12.7 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.  
CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. | constitutionality/judicial review  
Bill of Rights  
due process  
self-incrimination  
trial rights  
warrant procedures  
civil liberties |  
| CCSS.ELA-LITERACY.WHST.11-12.1.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.2.f: Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government (DOK 2-3)

C.2.g: Evaluate the effectiveness of our justice system in protecting life, liberty, and property (DOK 3-4)
## Unit 6:
The Judicial Branch & Civil Liberties

| Timeline: | 2 weeks |
| Enduring Concepts: | While the Constitution guarantees rights and freedoms for all people, the judicial branch has the responsibility of determining the extent to which these rights are protected or limited. |

## Conceptual Understandings

The gathering of diverse groups of people have made up and are continuing to transform U.S. society

Economic and technological transformation has shaped the United States society from colonial days to the present.

American culture, thought and education, and religious and moral values have experienced change and continuity over time.

Democracy has evolved in the United States through domestic struggles and a changing global role.

## Grade Level Expectations (GLE):

### Civics 2:
Purposes of and limitations on the foundations, structures and functions of government

<table>
<thead>
<tr>
<th>Inquiry Question(s): (From the standards document):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Civics 2 (GLE)</strong></td>
</tr>
<tr>
<td>What are the most important democratic ideals and practices?</td>
</tr>
<tr>
<td>What would society look like if several landmark court cases had been decided differently?</td>
</tr>
<tr>
<td>How does government best protect individual rights and the rights of minorities, yet have the majority rule?</td>
</tr>
<tr>
<td>What would United States government look like with no checks and balances or another mix of those limitations?</td>
</tr>
</tbody>
</table>

## Key Concepts and Vocabulary

### JUDICIAL

**Essential Vocab:** Supreme Court, separation of powers, checks and balances, constitutionality/judicial review

**Supplemental Vocab:** jurisdiction, writ of certiorari, justice, nomination, appointment, confirmation, judicial review, appellate courts, original jurisdiction, appellate jurisdiction, majority opinion, concurring opinion, dissenting opinion

### CIVIL LIBERTIES

**Essential Vocab:** Bill of Rights, due process, self-incrimination, trial rights, warrant procedures, civil liberties

**Supplemental Vocab:** establishment clause, free exercise clause, double jeopardy, probable cause, exclusionary rule, petition, civil liberties
### Generalizations

**My students will Understand** that...

The Supreme Court’s interpretation of the Constitution has expanded and contracted individual liberties.

Individual civil liberties are often in conflict with groups rights.

The constitution must continue to evolve as technology advances and creates new issue regarding individual liberties.

The Judicial Branch has the power to review actions of the other branches and determine their constitutionality.

### Critical Content:

**My students will Know**...

<table>
<thead>
<tr>
<th>Essential Concepts: Judicial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supreme Court</td>
</tr>
<tr>
<td>separation of powers</td>
</tr>
<tr>
<td>checks and balances</td>
</tr>
<tr>
<td>constitutionality/judicial review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Concepts: Civil Liberties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill of Rights</td>
</tr>
<tr>
<td>due process</td>
</tr>
<tr>
<td>self-incrimination</td>
</tr>
<tr>
<td>trial rights</td>
</tr>
<tr>
<td>warrant procedures</td>
</tr>
<tr>
<td>civil liberties</td>
</tr>
</tbody>
</table>

### Key Skills:

**My students will be able to (Do)**...

<table>
<thead>
<tr>
<th>Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities</th>
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<tbody>
<tr>
<td>C.2.c</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights</th>
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<tbody>
<tr>
<td>C.2.d</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Analyze how court decisions have helped to preserve, develop, and interpret the rights and ideals of the American system of government</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.2.f</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluate the effectiveness of our justice system in protecting life, liberty, and property</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.2.g</td>
</tr>
</tbody>
</table>

### Historical and Thinking Skills:

- Connect philosophical ideas to key concepts
- Compare and contrast differing sets of ideas
- Consider multiple perspectives.
- Analyze cause-and-effect relationships bearing in mind multiple causation including the influence of ideas, human interests, and beliefs.

### Reading Sills:

- Analyze primary sources
- Compare competing historical narratives
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (R-GR.11&12-S.9)
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. (R-GR.11&12-S.6)
- 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. (R-GR.11&12-S.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. (R-GR.11&12-S.1)

**Writing Skills:**
- Defend an argument using historical evidence
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W-GR.11&12-S.9)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W-GR.11&12-S.4)

### Assessments

<table>
<thead>
<tr>
<th>Performance Tasks:</th>
<th>Essential Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Civil Liberties Project</td>
<td>JUDICIAL</td>
</tr>
</tbody>
</table>

**Supplemental Content:** jurisdiction, writ of certiorari, justice, nomination, appointment, confirmation, judicial review, appellate courts, original jurisdiction, appellate jurisdiction, majority opinion, concurring opinion, dissenting opinion

**CIVIL LIBERTIES**

**Supplemental Content:** establishment clause, free exercise clause, double jeopardy, probable cause, exclusionary rule, petition, civil liberties

### Suggested Instruction (Embed 21st Century Skills)

**Judicial Branch (Article III)**


Qualifications and length of term

Case to SC through Writ of cert

Marbury v. Madison
**Bill of Rights**—focus on rights and liberties using court cases to support---the cases listed are examples of cases that could be utilized to discuss these topics—please select cases you feel are the best for each right

General resources
- [http://www.oyez.org/](http://www.oyez.org/)

**Incorporation** - Gitlow v. NY (1925)

1st: PAPeRS

*Speech*

*Types of and limits on Cases*


Assembly: NAACP v. Alabama, Black

Religion


4th - search and seizure - security of person and property


Right of the accused - 5, 6, 14


8th - cruel and unusual, excessive fine


14th -


**Potential Resources**

Resources: Oyez.com, iCivics. Annenberg Video (Independent Judiciary, other Civil Liberties cases), ACLU Pocket Rights Guide
### Unit 7 Local and State Government: (1 weeks)

<table>
<thead>
<tr>
<th>Suggested Big Idea</th>
<th>The powers of the government are both separated and shared between the branches and levels of government.</th>
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</thead>
</table>
| Prepared Graduate Competency | C.1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies  
C.2. Purposes of and limitations on the foundations, structures and functions of government  
C.3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government |

### End of Unit Performance Task

<table>
<thead>
<tr>
<th>Colorado Academic Social Studies Standards</th>
<th>Colorado Academic Social Studies Supporting Standards</th>
<th>Disciplinary Skill Development</th>
<th>Cross-Content Connections</th>
<th>Complex Texts</th>
<th>Vocabulary</th>
<th>Writing Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H. GLE 3:</strong> The significance of ideas as powerful forces throughout history</td>
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| **C.1.a:** Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities (DOK 1-4) | **H.3.c:** Evaluate the historical development and impact of political thought, theory and actions (DOK 1-3) | **Priority:**  
**H.1.c:** Construct and defend a written historical argument using relevant primary and secondary sources as evidence (DOK 1-4) | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (R-GR.11&12-S.9)  
**Support:**  
**H.1.b:** Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses (DOK 1-3)  
**H.1.d:** Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts (DOK 2-3) | | | |
| **C.2.a:** Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents (DOK 1-2) | **C.1.b:** Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (DOK 1-3) | **Support:**  
**H.1.b:** Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses (DOK 1-3)  
**H.1.d:** Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts (DOK 2-3) | | | | |
| | **C.2.c:** Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities (DOK 2-3) | | | | | |
| | **C.2.d:** Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases, Documents to include but not limited to the United States Constitution and the Bill of Rights (DOK 2-3) | | | | | |

### Priority:
- **H.1.c:** Construct and defend a written historical argument using relevant primary and secondary sources as evidence (DOK 1-4)

### Support:
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- **H.1.d:** Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts (DOK 2-3)

### Integrates information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (R-GR.11&12-S.9)

### Draw evidence from literary or informational texts to support analysis, reflection, and research. (W-GR.11&12-S.9)

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makes clear the relationships among the key details and ideas. (R-GR.11&12-S.1)
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<tr>
<th>Unit 7:</th>
<th>Timeline:</th>
<th>Enduring Concepts:</th>
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<tbody>
<tr>
<td>State and Local Government</td>
<td>1 week</td>
<td>Students will understand the powers and function of Colorado state and local governments.</td>
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**Conceptual Understandings**

- The gathering of diverse groups of people have made up and are continuing to transform U.S. society
- Economic and technological transformation has shaped the United States society from colonial days to the present.
- American culture, thought and education, and religious and moral values have experienced change and continuity over time.
- Democracy has evolved in the United States through domestic struggles and a changing global role.

**Grade Level Expectations (GLE):**

- **Civics 1:** Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies
- **Civics 2:** Purposes of and limitations on the foundations, structures and functions of government
- **Civics 3:** Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government

**Inquiry Question(s): (From the standards document):**

- **Civics 1 (GLE)**
  - What is the meaning of civic participation in a democratic republic?
  - How do citizens act as a “check on government”?
  - What strategies can citizens use most effectively to influence public policy?
  - How do people resolve differences while remaining respectful of multiple perspectives?
  - Why should you participate in government?

**Key Concepts and Vocabulary**

- **Essential Vocabulary:** popular sovereignty, limited government, initiative, referendum, recall, mayor, governor, parole, pardon
- **Supplemental Vocabulary:** District Attorney, Sheriff, Clerk, Assessor, Coroner, School Superintendent
### Generalizations

**My students will **Understand **that...**

- Specific powers belong to state and local governments.
- Similarities exist between state and federal constitutions.
- Citizens have the power to change local and state governments through the initiative, recall and referendum process.

### Critical Content:

**My students will **Know...**

**Essential Concepts:**
- popular sovereignty
- limited government
- initiative
- referendum
- recall
- mayor
- governor
- parole
- pardon

**Key Skills:**

**My students will be able to (Do)...**

- Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities
  - C.1.a

- Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy
  - C.1.b

- Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government
  - C.1.d

- Discuss multiple perspectives on local issues and options for participating in civic life
  - C.3.a

- Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies
  - C.3.b

**Historical and Thinking Skills:**
- Connect philosophical ideas to key concepts
- Compare and contrast differing sets of ideas
- Consider multiple perspectives.
- Analyze cause-and-effect relationships bearing in mind multiple causation including the influence of ideas, human interests, and beliefs.

**Reading Sills:**
- Analyze primary sources
- Compare competing historical narratives
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (R-GR.11&12-S.9)
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. (R-GR.11&12-S.6)
- 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. (R-GR.11&12-S.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. (R-GR.11&12-S.1)

**Writing Skills:**
- Defend an argument using historical evidence
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W-GR.11&12-S.9)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W-GR.11&12-S.4)

### Assessments

<table>
<thead>
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<th>assessments</th>
<th>Essential Content</th>
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<td>Research a local issue and write a letter to the Mayor or other elected city representative.</td>
<td>Supplemental Content: District Attorney, Sheriff, Clerk, Assessor, Coroner, School Superintendent</td>
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**Suggested Instruction (Embed 21st Century Skills)**

- City Budget Simulation ([http://www.gothamgazette.com/budgetgame/budgetgame.html](http://www.gothamgazette.com/budgetgame/budgetgame.html))
- The State Governor Game (iCivics)
- Provide a list of local issues. Have students decide which process (initiative, referendum, recall) would be best to deal with each issue.
- Discuss Scott Walker (Wisconsin) and Gray Davis (California), and Colorado Springs and Pueblo State Senators recall efforts

**Potential Resources**

**Resources:**
- Annenberg Classroom (What does a mayor do?)
Magruder’s chart on Initiative and Referendum

Weld County Website (http://www.co.weld.co.us/)

Colorado Organizational Chart (https://www.colorado.gov/pacific/sites/default/files/State%20of%20Colorado%20Organizational%20Chart.pdf)

Colorado State Constitution

Colorado Experience: Colorado Constitution https://www.youtube.com/watch?v=VhqKSV5Fous