**Greeley /Evans School District #6**  
US Government Curriculum Guide  
2015-2016

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Unit Length</th>
</tr>
</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>
</tr>
<tr>
<td>The Constitution and Federalism</td>
<td>~3 weeks</td>
</tr>
<tr>
<td>Linkage Institutions and Civic Participation</td>
<td>~2 weeks</td>
</tr>
<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>
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<tr>
<td>Local and State Government</td>
<td>~1 weeks</td>
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</tbody>
</table>

*Sequencing of these units is teacher discretion*

**Colorado 21st Century Skills**

- **Critical Thinking and Reasoning:** Thinking Deeply, Thinking Differently
- **Information Literacy:** Untangling the Web
- **Collaboration:** Working Together, Learning Together
- **Self-Direction:** Own Your Learning
- **Invention:** Creating Solutions

**Reading & Writing Standards for Literacy in History/Social Studies**

**Reading Standards**
- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

**Writing Standards**
- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing
# Unit 1 Course Introduction and Foundations of Government: (2 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 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) | **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.c:** 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. |
## Course Introduction and Foundations of Government

**Timeline:** 2 Weeks  
**Enduring Concepts:**  
The foundation of our government was influenced by numerous philosophers, ideologies and governments.

### Grade Level Expectations (GLE):

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

**Economics:**
1. Economic policies impact markets

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

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

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

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

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

### Key Concepts and Vocabulary

**Essential Vocab:** Social Contract, Natural Rights Philosophy, State of Nature, Natural Rights, (Un)Inalienable, Classical Republicanism, Republic, Democracy, Confederation, Unitary, Federalism

**Supplemental Vocab:** Civic Virtue, Liberty, Consent of the governed, Common Good, Civic Virtue, 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
### 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.

### Critical Content:

**My students will Know...**

- **Civics GLE (1), Evidence Outcome(s):**
  - 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.

- **Civics GLE (2), Evidence Outcome(s):**
  - Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents.

- **Economics GLE (1), Evidence Outcome(s):**
  - Analyze the role of government within different economies. Topics to include but not limited to command socialism, communism, and market capitalism.

### Key Skills:

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

- **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)

### Potential Resources

- We the People, English Bill of Rights, English Petition of Rights, Mayflower Compact, Primary sources (Locke, Plato, Hobbes, etc.)
In this unit students will learn why government is necessary and how to live in a free society. Students will come together to form a social contract with freedoms they will enjoy as well as reasonable limitations on those freedoms. After creating a social contract students will learn about the philosophical foundations of our country and why the colonists believed they had the right to Revolution.

- 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 2: [http://www.youtube.com/watch?v=VsfWTpGAJUc&feature=related](http://www.youtube.com/watch?v=VsfWTpGAJUc&feature=related)  
  Part 3: [http://www.youtube.com/watch?v=kkN9w7xYyw&feature=related](http://www.youtube.com/watch?v=kkN9w7xYyw&feature=related)  
  Part 4:  

- 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 Inupiat 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](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=8cq8HZLbdv4](http://www.youtube.com/watch?v=8cq8HZLbdv4); RDA- What are federalism and the separation of powers? (LINK TO VIDEO), Federalism DBQ (Link)

## Unit 2 Colonial Experience and the Constitutional Convention: (3 weeks)

<table>
<thead>
<tr>
<th>Suggested Big Idea</th>
<th>Democracy requires civic discourse and compromise as evidenced by the creation of our government.</th>
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</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

<table>
<thead>
<tr>
<th>Colorado Academic Social Studies Standards</th>
<th>Colorado Academic Social Studies Supporting Standards</th>
<th>Disciplinary Skill Development</th>
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<th>Complex Texts</th>
<th>Vocabulary</th>
<th>Writing Focus</th>
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</thead>
</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) | **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. | | Framers/Founders, Federalists, Anti-Federalists, Federalist Papers Articles of Confederation Constitutional Convention Checks and balances limited government 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. |
| **H.GLE 3:** The significance of ideas as powerful forces throughout history | **C.2.a:** Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents (DOK 1-2) | | | | | |
| **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 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)
### Timeline:

**Colonial Experience and the Constitutional Convention**
3 Weeks

### Enduring Concepts:

Democracy requires civic discourse and compromise as evidenced by
the creation of our government.

### Grade Level Expectations (GLE):

#### Civics:

1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies
2. Purposes of and limitations on the foundations, structures and functions of government

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

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

**Civics GLE (2)**
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:

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

My students will know...

**Key Skills:**

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

### Civics GLE (1), Evidence Outcome(s):
- b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy
- c. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices as (discussed by the Federalists and Anti-Federalists)

### Civics GLE (2), Evidence Outcome(s):
- a. Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents
- b. 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. 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?
- 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.

### 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)

### 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
  - 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”
### Assessments

**Performance Tasks:**
- Unit Test

**SCR:** 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 Activities/Resources:

- 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”
### Constitution and Federalism: (2 weeks)

<table>
<thead>
<tr>
<th>Prepared Graduate Competency</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>
<tbody>
<tr>
<td><strong>E.1.</strong> Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy</td>
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<tr>
<td><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>E.2.a:</strong> Analyze how government activities influence the economy. Topics to include but not limited to: taxation, monetary policy, and the Federal Reserve (DOK 1-2)</td>
<td><strong>E.2.c:</strong> Identify government activities that affect the local, state, or national economy (DOK 1)</td>
<td><strong>Priority:</strong> <strong>H.1.c:</strong> Construct and defend a written historical argument using relevant primary and secondary sources as evidence (DOK 1-4)</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>
<td>Chief Diplomat</td>
<td><strong>CCSS.ELA-LITERACY.WHST.11-12.1.B</strong> 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.</td>
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<td><strong>C.2.a:</strong> Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents (DOK 1-2)</td>
<td><strong>E.2.f:</strong> Compare and contrast monetary and fiscal policies of the United States government that are used to stabilize the economy (DOK 2-3)</td>
<td><strong>Support:</strong> <strong>H.1.b:</strong> 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><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>
<td>Chief Legislative Commander in Chief</td>
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<td><strong>C.3.e:</strong> Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events (DOK 1-3)</td>
<td><strong>C.2.b:</strong> Identify the structure, function, and roles of members of government and their relationship to democratic values (DOK 1-2)</td>
<td><strong>H.1.d:</strong> 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>Chief of Party, Chief Citizen</td>
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<td><strong>C.2.e:</strong> Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government (DOK 1-3)</td>
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<td>Chief of State</td>
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<td><strong>C.3.d:</strong> Analyze goals and tools used by the United States in developing foreign policy (DOK 1-3)</td>
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<td>Chief Administrator</td>
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<td>Electoral College</td>
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<td>Caucus national convention</td>
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<td>checks and balances separation of powers</td>
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<td>conference committee reappointment</td>
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<td>redistricting gerrymandering</td>
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<td>impeachment House of Representatives</td>
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<td>Senate reserved powers</td>
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<td>shared powers concurrent powers</td>
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<td>federalism</td>
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<tr>
<td>Unit:</td>
<td>Timeline:</td>
<td>Enduring Concepts:</td>
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<tr>
<td>The Constitution and Federalism</td>
<td>2 Weeks</td>
<td>The powers of the government are both separated and shared between the branches and levels of government.</td>
<td></td>
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</table>

**Grade Level Expectations (GLE):**

**Civics:**
1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies
2. Purposes of and limitations on the foundations, structures and functions of government

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

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

**Civics GLE (2)**
3. What are the most important democratic ideals and practices?
4. How does government best protect individual rights and the rights of minorities, yet have the majority rule?
5. What would United States government look like with no checks and balances or another mix of those limitations?
6. Does Congress have the power to adequately check the other branches?
7. 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

**Generalizations**

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

- Powers are divided between the National government and the States.
- The Constitution is a flexible document that can be changed to reflect a changing society.
<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>
</tbody>
</table>
| Civics GLE (1), Evidence Outcome(s):  
  c. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices. | 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. |
| Civics GLE (2), Evidence Outcome(s):  
  b. Identify the structure, function, and roles of members of government and their relationship to democratic values | 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) |

### Potential Resources

**Resources:** Pocket Constitutions, Annenberg Classroom Videos and Activities (Key Constitutional Concepts, Independent Judiciary, Bill of Rights)
<table>
<thead>
<tr>
<th>Assessments</th>
<th>Suggested Activities/Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Tasks:</td>
<td>• Constitution Scavenger Hunt</td>
</tr>
<tr>
<td></td>
<td>• Constitution Webquest (iCivics)</td>
</tr>
<tr>
<td></td>
<td>• Students create a visual representation of the amendments</td>
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<td>• TCI History Alive! Federalism Case Studies</td>
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<tr>
<td></td>
<td>• Political Cartoon Analysis on checks and balances</td>
</tr>
<tr>
<td></td>
<td>• Amendment Bracket Challenge- Students must compare different amendments and justify which they think is the most important</td>
</tr>
<tr>
<td>Other Assessments</td>
<td></td>
</tr>
</tbody>
</table>
### Unit:
**Linkage Institutions and Civic Participation**

### Timeline:
2 Weeks

### Enduring Concepts:
Citizens are the essential piece of the democratic puzzle and are linked to the government through various institutions.

### Grade Level Expectations (GLE):

**Civics:**
1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies.
2. Purposes of and limitations on the foundations, structures and functions of government.

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

- 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?

### 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

### Generalizations

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

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

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

### Civics GLE (1), Evidence Outcome(s):
- 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
- c. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices
- d. Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government
- e. Critique various media sources for accuracy and perspective

### Civics GLE (2), Evidence Outcome(s):
- c. 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
- e. Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government

### Civics GLE (3), Evidence Outcome(s):
- a. Discuss multiple perspectives on local issues and options for participating in civic life
- b. Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies
- c. Explain how to monitor and influence public policy.

### 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)

### Potential Resources

<table>
<thead>
<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>• Conservative vs. Liberal beliefs document</td>
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<tr>
<td>• Media Bias Article</td>
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<tr>
<td>• Roles of Media Reading</td>
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<tr>
<td>• Ideology Survey</td>
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<tr>
<td>• Political Cartoons</td>
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<tr>
<td>• The Onion article</td>
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<tr>
<td>Assessments</td>
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<tr>
<td><strong>Performance Tasks:</strong></td>
</tr>
<tr>
<td>▪ Predict upcoming elections based on demographic traits of each Congressional district by color coding Colorado Congressional District map.</td>
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<tr>
<td>▪ Have students write a Congressmen about a major issue.</td>
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<tr>
<td>▪ Media’s influence</td>
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<tr>
<td>• Media Bias <a href="http://www.fair.org/index.php?page=121">http://www.fair.org/index.php?page=121</a></td>
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<tr>
<td>▪ Qualifications to vote</td>
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<td>▪ How to participate</td>
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<td>▪ voting, hold office, petition, protest and civil disobedience</td>
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<tr>
<td>▪ Facts of Congress Videos (Citizen Participation, One Vote Matters)</td>
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<tr>
<td>▪ Lee Hamilton’s Comments on Congress Readings (Active Citizenship, Cornerstones of Democracy, 10 Commandments of Citizenship, Citizenship is Hard Work)</td>
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<tr>
<td><strong>Parties</strong></td>
</tr>
<tr>
<td>▪ Conservative v. liberal</td>
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<tr>
<td>▪ Role of minor parties</td>
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<tr>
<td>▪ Activity: Ideology Quiz</td>
</tr>
</tbody>
</table>
### Grade Level Expectations (GLE):

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

**Economics:**
4. Economic policies impact markets

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

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

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

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

**Economics GLE (2)**
1. What is government’s role in a market economy?
2. What is the economic impact of various monetary and fiscal policies that a government can use?
3. How would you change monetary policy?
### Key Concepts and Vocabulary

#### EXECUTIVE

**Essential Vocab:** 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

**Supplemental Vocab:** 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

**Essential Vocab:** override, filibuster, veto, bill, law, committee, conference committee, reappointment, redistricting, gerrymandering, impeachment, House of Representatives, Senate, checks and balances, separation of powers

**Supplemental Vocab:** Speaker of House, majority leader, minority leader, party whip, president pro tempore, commerce power, necessary and proper/elastic clause, pork barrel

### 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.

### Critical Content:

**My students will Know...**

**Civics GLE (1), Evidence Outcome(s):**

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

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

c. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices

**Civics GLE (2), Evidence Outcome(s):**

a. Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents

b. 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

### Key Skills:

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

**Historical and Thinking Skills:**

- Connect philosophically 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,
rights and common good, and rights and responsibilities
 Identify the structure, function, and roles of members of
government and their relationship to democratic values
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 (Analyze the role of the
founding documents and the evolution of their interpretation
through governmental action, specifically War Powers.)

Civics GLE (3), Evidence Outcome(s):
c. Explain how to monitor and influence public policy
d. Analyze goals and tools used by the United States in developing
foreign policy
e. Illustrate how various governments and leaders interact and
evaluate how interactions among nations affect domestic and
world events

Economics GLE (2), Evidence Outcome(s):
a. Analyze how government activities influence the economy. Topics
to include but not limited to: taxation, monetary policy, and the
Federal Reserve
b. Recognize the interaction between foreign and domestic
economic policies. Topics to include but not limited to:
embargoes, tariffs, and subsidies
c. Identify government activities that affect the local, state, or
national economy
d. Give examples of the role of government in a market economic
system
f. Compare and contrast monetary and fiscal policies of the United
States government that are used to stabilize the economy

Potential Resources
- Center on Congress  http://www.centeroncongress.org/learn-about-congress
- School House Rocks- 3 Ring Government  http://www.youtube.com/watch?v=woZggEF0TU
- The Redistricting Game  http://theredistrictinggame.org
- How a Bill Becomes a Law Crash Course Government and Politics:  https://www.youtube.com/watch?v=66f4-NKEYz4
- Electoral College:  http://www.youtube.com/watch?v=ok_VQ8i7g6lBfeature=related
- Annenberg Video
### EXECUTIVE

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Suggested Activities/Resources:</th>
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<tbody>
<tr>
<td>Performance Tasks:</td>
<td>• Presidential Hat Activity: Have students create a graphic organizer to demonstrate the</td>
</tr>
<tr>
<td>Presidential Roadmap Assessment</td>
<td>“hats” or powers the President has and how he uses them. Move to a discussion of</td>
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<tr>
<td>Other Assessments</td>
<td>different actions and have students discuss what power (“hat”) was used and how.</td>
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<tr>
<td>Political Cartoon SCR (p.327 in Pearson's American</td>
<td>• Eleanor Roosevelt Socratic Seminar on reading re: Woman President</td>
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<tr>
<td>Government)</td>
<td>• Powers and Duties</td>
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<tr>
<td>Electoral College Map Activity w/ SCR</td>
<td>o Include checks on other branches</td>
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<tr>
<td>Bureaucracy Pathology Webactivity</td>
<td>• Length of term and Qualifications</td>
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<tr>
<td>Presidential Hats Activities</td>
<td>• Primary/Caucus/National Convention System</td>
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<tr>
<td>Scored Discussion on a foreign policy issue</td>
<td>• Electoral College Activity and SCR</td>
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<td>• State of Union</td>
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<td></td>
<td>• Annenberg Classroom (President and People video)</td>
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</table>

### LEGISLATIVE

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Essential Content</th>
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<tbody>
<tr>
<td>Performance Tasks:</td>
<td>• Powers</td>
</tr>
<tr>
<td>Unit Test</td>
<td>o Shared and reserved -- Be sure to delineate which are House only and Senate only powers!</td>
</tr>
<tr>
<td>SCR: Identify three different powers of Congress</td>
<td>o Denied powers: Ex post facto, bill of attainder, habeas corpus,</td>
</tr>
<tr>
<td>and discuss how you would like Congress to use</td>
<td>o Include checks on branches</td>
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<tr>
<td>these powers to positively influence your life.</td>
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<tr>
<td>Other Assessments</td>
<td>• Qualifications and Length of term</td>
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<tr>
<td>• Visual representation of how a bill to law</td>
<td>• Leadership</td>
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<tr>
<td>(ex. Building a sub sandwich)</td>
<td>• How elected</td>
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<tr>
<td>• Mock Congress</td>
<td>• pork barrel</td>
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<tr>
<td>• Create a Help Wanted/Job description for a</td>
<td>• Bill to Law (LINK: Bill to Law Road Map)</td>
</tr>
<tr>
<td>Congressmen</td>
<td>• Include override, filibuster</td>
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<tr>
<td>• Origination chart of Congressional leadership</td>
<td></td>
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<tr>
<td>• Web quest</td>
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</table>
Congressional Research Service Simulation: analyze proper legislator
Letter to elected official re: currently proposed legislation

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<tr>
<th>POLICY</th>
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<tbody>
<tr>
<td><strong>Assessments</strong></td>
</tr>
<tr>
<td>Performance Tasks:</td>
</tr>
<tr>
<td>Case Study on key domestic policy issues</td>
</tr>
<tr>
<td>Foreign Policy Advisor Brief (tweak from Choices program - US Role in Changing World)</td>
</tr>
<tr>
<td>Other Assessments</td>
</tr>
<tr>
<td>Write a letter to local government official (district administration OK) regarding a policy</td>
</tr>
<tr>
<td>SCR on budgetary process</td>
</tr>
</tbody>
</table>
**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 |

<table>
<thead>
<tr>
<th>End of Unit Performance Task</th>
<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>
</table>
| C.1a: 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.c: 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. | conventionality/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: 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. |

**Grade Level Expectations (GLE):**

**Civics:**

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

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

Civics GLE (2)

1. What are the most important democratic ideals and practices?
2. What would society look like if several landmark court cases had been decided differently?
3. How does government best protect individual rights and the rights of minorities, yet have the majority rule?
4. What would United States government look like with no checks and balances or another mix of those limitations?

**Key Concepts and Vocabulary**

<table>
<thead>
<tr>
<th>JUDICIAL</th>
<th>CIVIL LIBERTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Vocab: Supreme Court, separation of powers, checks and balances</td>
<td>Essential Vocab: Bill of Rights, due process, self-incrimination, trial</td>
</tr>
</tbody>
</table>
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  
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...**

**Civics GLE (2), Evidence Outcome(s):**
- 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
- 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
- f. Analyze how court decisions have helped to preserve, develop, and interpret the rights and ideals of the American system of government
- g. Evaluate the effectiveness of our justice system in protecting life, liberty, and property

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

**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
**Assessments**

<table>
<thead>
<tr>
<th>Performance Tasks:</th>
<th>Suggested Activities/Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Civil Liberties Project</td>
<td>Judicial Branch (Article III)</td>
</tr>
<tr>
<td>• Pro Se Court</td>
<td>Qualifications and length of term</td>
</tr>
<tr>
<td>• Life Without Bill of Rights Story Assessment</td>
<td>Case to SC through Writ of cert</td>
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<td></td>
<td>Marbury v. Madison</td>
</tr>
</tbody>
</table>

**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


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

Wayne Acton, US v Montoya De Hernandez, United States v. Leon

Right of the accused, 5, 6, 14


14th.


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**Potential Resources**

Oyez.com, iCivics. Annenberg Video (Independent Judiciary, other Civil Liberties cases), ACLU Pocket Rights Guide

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**Unit:** State and Local Government

**Timeline:** 1 week

**Enduring Concepts:** Students will understand the powers and function of Colorado state and local governments.

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**Grade Level Expectations (GLE):**

**Civics:**

1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and 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

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

1. What is the meaning of civic participation in a democratic republic?
2. How do citizens act as a –check on government?
3. What strategies can citizens use most effectively to influence public policy?
4. How do people resolve differences while remaining respectful of multiple perspectives?
5. Why should you participate in government?

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**Key Concepts and Vocabulary**

**Essential Vocabulary:** popular sovereignty, limited government, initiative, referendum, recall, mayor, governor, parole, pardon
### Generalizations

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

- The specific powers that belong to state and local governments.
- The similarities that 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...**

<table>
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<tr>
<th>Civics GLE (1), Evidence Outcome(s):</th>
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<td>a. Engage ethnically 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>
<td>Historical and Thinking Skills:</td>
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<td>b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.</td>
<td></td>
</tr>
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<td>d. Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government.</td>
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<tr>
<td>Civics GLE (3), Evidence Outcome(s):</td>
<td></td>
</tr>
<tr>
<td>a. Discuss multiple perspectives on local issues and options for participating in civic life.</td>
<td>Reading Skills:</td>
</tr>
<tr>
<td>b. Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies.</td>
<td></td>
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<td></td>
<td>Writing Skills:</td>
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- 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)
## Potential Resources

- Annenberg Classroom (What does a mayor do?), Magruder’s chart on Initiative and Referendum, Weld County Website ([http://www.co.weld.co.us/](http://www.co.weld.co.us/)), Colorado Organizational Chart ([https://www.colorado.gov/pacific/sites/default/files/State%20of%20Colorado%20Org%20Chart.pdf](https://www.colorado.gov/pacific/sites/default/files/State%20of%20Colorado%20Org%20Chart.pdf)), Colorado State Constitution
- Colorado Experience: Colorado Constitution [https://www.youtube.com/watch?v=VHqKSV5Fous](https://www.youtube.com/watch?v=VHqKSV5Fous)

## Assessments

| Research a local issue and write a letter to the Mayor or other elected city representative. |
| 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 |