

<i>Principles in American Democracy</i>	
CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Social Studies</i>	<i>1 Term</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>Juniors and Seniors</i>	<u>2016</u>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
	<i>12/2021</i>
PRIMARY RESOURCE if applicable	
<i>MacGruder's American Government</i> and the use of primary and secondary sources are built in each unit to support the inquiry standards	
DESIRED RESULTS	
COURSE DESCRIPTION AND PURPOSE	
Principles of American Democracy provide students with a working knowledge of the structure and function of the federal government. Students will investigate the basic principles of our government, the rights, freedoms, and responsibilities of U.S. citizens, the adaptability of our democratic system to our changing world and society, the role of public opinion and special interests in policy-making the nature of political parties, and basic election procedures.	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CULTURE: Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.	What is culture? What roles does culture play in human and societal development?
TIME, CONTINUITY, AND CHANGE: Studying the past makes it possible for us to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place.	Why is the past important to us today? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?
PEOPLE, PLACES, AND ENVIRONMENTS: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.	How do geography, climate, and resources affect the way people live and work?
INDIVIDUAL DEVELOPMENT AND IDENTITY: Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.	How do individuals develop over time? How do external factors influence our identity and behavior?
INDIVIDUALS, GROUPS, AND INSTITUTIONS: Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.	How am I influenced by institutions? How do institutions change? What is my role in institutional change?
POWER, AUTHORITY, AND GOVERNANCE: The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.	How do different political and economic systems affect civic life?
PRODUCTION, DISTRIBUTION, AND CONSUMPTION: People have wants that often exceed the limited resources available to them.	What impacts a person's way of life or standard of living? How do scarcity and competition influence decision-making at the personal, business, and government levels?

Final Principles in American Democracy UBD

	What is the relationship between decision-making and economic outcomes?
SCIENCE, TECHNOLOGY, AND SOCIETY: Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.	How do technology influence social and cultural change in a global society?
GLOBAL CONNECTIONS: Global connections have intensified and accelerated the changes faced at the local, national, and international levels.	How does diversity impact society?
CIVIC IDEALS AND PRACTICE: Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.	What knowledge and skills are needed to participate effectively in our political system? What is the role of the citizen in the community and the nation, and as a member of the world community?
PRIORITY CONTENT STANDARDS	PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS
Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)	Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources
Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.	Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.
Standard SS.Geog1: Wisconsin students will <i>use</i> geographic tools and ways of thinking to <i>analyze</i> the world. (K-8 ONLY)	Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .
Standard SS.PS2: Wisconsin students will <i>examine and interpret</i> rights, privileges, and responsibilities in society. (K-5 ONLY)	
Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.	