

**Course Description**

This year long class is designed to help students develop an understanding of how government, politics, law, economics, and world affairs affect citizenship. Students will demonstrate an understanding of how each individual is an integral part of the community, state, nation, and world by their participation in readings, discussion, and simulation exercises. Being an Advanced Placement course students will also be offered the opportunity to take an Advanced Placement exam for college credit. Students enrolled in this class will take a Missouri End of Course exam that will serve as their second semester final exam. Students will also be required to pass the United States Constitution test during the course fulfilling a Missouri state requirement for high school graduation.

**Scope and Sequence**

<b>Timeframe</b>	<b>Unit</b>	<b>Instructional Topics</b>
6 Week(s)	Constitutional Foundations	1. Introduction to Government 2. Historical Foundations 3. Constitution and Ratification 4. Federalism 5. Big Ideas in Government
6 Week(s)	People and Politics	1. Big Ideas in Government 2. Political Participation 3. Political Parties and Political Socialization 4. Media and Politics 5. Interest Groups 6. Electoral Process
6 Week(s)	The Executive Branch	1. Powers of the President 2. Bureaucracy 3. Presidential Qualifications 4. Federal Budget 5. Big Ideas in Government
6 Week(s)	The Legislative Branch	1. Big Ideas in Government 2. Structure of the Legislative Branch 3. Congressional Qualifications 4. Congressional Elections 5. Congressional Powers
6 Week(s)	The Judicial Branch, Civil Rights, & Civil Liberties	1. Big Ideas in Government 2. Role and Structure of the Judicial Branch 3. Nomination Process 4. Judicial Philosophies and Decision Making 5. Civil Rights and Civil Liberties 6. Mock Trial
3 Week(s)	Policy and Policymaking	1. Foreign and National Security Policy 2. Environmental Policy 3. Economic Policy 4. Social Policy 5. Public Policy

**Course Instructional Resources/Textbook**

Edwards, George C., Wattenberg, Martin P., and Robert L. Lineberry. *Government in America, People, Politics, and Policy (2012 election, ed.)*. Boston, MA: Pearson, 2012.

**Course Details**

**UNIT: Constitutional Foundations** -- 6 Week(s)

**Unit Description**

Throughout the course of this unit, students will study the foundations of the United States government beginning with an introduction of government, its purposes and theories. Students will then continue their study with an in depth analysis of the U.S. Constitution including historical foundations, creation, and structure. Finally, students will study the concept of Federalism.

# AP American Government (2016)

Wright City R-II  
Social Studies  
Grade 12, Duration 1 Year, 1 Credit  
Required Course

## Enduring Understandings/Essential Learner Outcomes

### Unit Objectives:

1. Identify the principles of government and understand their purpose.
2. Identify the key concepts and ideas that formed the foundation for the U.S. Constitution.
3. Understand the major principles expressed in the Constitution and how the amendment process has allowed the Constitution to change throughout the history of the United States.
4. Understand the concept of federalism that allows for the cooperation between the national and state governments.

### Essential Questions:

1. What is government? Why do we have it?
2. What principles and ideas shaped the Constitution?
3. How does the Constitution reflect and ensure the political values of the United States?
4. What is the proper balance between national and state governments?

**TOPIC: Introduction to Government** -- 4 Day(s)

**Description**

Students will study the purpose of government, types of governments. and political culture.

**Academic Vocabulary (What terms will students need to know?)**

Politics, Single-Issue Group, Policymaking System, Linkage Institution, Policy Agenda, Congressional Statute, Presidential Action, Court Decision, Budgetary Choices, Regulation, Traditional Democratic Theory, Pluralism, Elitism, Hyperpluralism, Apathy, Egalitarianism, Individualism, Laissez-Faire, Populism

**Learning Targets**

I can accurately provide examples of how the structure, function and impact of authoritarian and democratic governments are similar and dissimilar.

Essential Skills/Concept (What would students need to know and be able to do?)

- Identify and describe the structure and function of democratic governments.
- Identify and describe the structure and function of authoritarian governments.
- Evaluate the impact of democratic governments on people, groups and societies.
- Evaluate the impact of authoritarian governments on people, groups and societies.
- Compare and contrast the structure, function, and impact of democratic and authoritarian governments.

KCU.GOV.9-  
12.T2S1.D

I can describe the functions of various governments around the world.

Essential Skills/Concept (What would students need to know and be able to do?)

- Identify and describe the structure and function of democratic governments.
- Identify and describe the structure and function of authoritarian governments.
- Evaluate the impact of democratic governments on people, groups and societies.
- Evaluate the impact of authoritarian governments on people, groups and societies.
- Compare and contrast the structure, function, and impact of democratic and authoritarian governments.

KCU.GOV.9-  
12.T2S1.D

I can accurately identify historical context and perspective given a source.

Essential Skills/Concept (What would students need to know and be able to do?)

- Define historical context and perspective.
- Determine historical context of a source.
- Determine perspectives given a source.
- Analyze connections of historical context and perspective.

KCU.GOV.9-  
12.T2S1.D

**TOPIC: Historical Foundations** -- 6 Day(s)

**Description**

Students will study the historical foundations of the Constitution including the road to Revolution, Enlightenment and classical thought, and the Articles of Confederation.

**Academic Vocabulary (What terms will students need to know?)**

Timeline, Chronological, Cause and Effect, Historical Context, Perspective, Government Lens, Biases, Sourcing, Primary Sources, Secondary Sources, Artifacts, English Colonies, American Colonists, Self-Rule, Enlightenment, Thomas Paine, Common Sense, Declaration of Independence, Classical Thought, Revolutionary Ideals, Magna Carta, Thomas Hobbes, John Locke, Jean Jacques Rousseau, Charles Montesquieu, Social Contract Theory, Mayflower Compact, Stamp Act, Intolerable Act, Taxation, Representation, Democratic Governments, Authoritarian Governments, Codification of Law, Early Civilizations, Geography, North America, Governmental Systems, Natural Law, Due Process of Law, Popular Sovereignty, Articles of Confederation, Whiskey Rebellion, Mercantilism, Free Market Economy, Slavery

**Learning Targets**

I can accurately identify historical context and perspective given a source.

Essential Skills/Concept (What would students need to know and be able to do?)

- Define historical context and perspective.
- Determine historical context of a source.
- Determine perspectives given a source.
- Analyze connections of historical context and perspective.

DT.GOV.9-  
12.T1S1.B

I can cite relevant historical examples to explain the impact of economics on governmental ideals and concepts.

Essential Skills/Concept (What would students need to know and be able to do?)

- Describe the economic systems of the original 13 colonies.
- Describe economic theories.
- Describe the historical context of the formation of the United States government.
- Identify influences of economic systems and economic theories on the Constitution's ideals, principles, concepts, and structures.
- Explain the impact of economics and economic theories on the formation of United States governmental ideals, principles, key concepts, and structures.

KCU.GOV.9-  
12.T2S4.A

I can cite specific evidence from American colonial history to explain American colonists' expectations for self-rule.

Essential Skills/Concept (What would students need to know and be able to do?)

- Describe events in American colonial history involving self-rule.
- Plot events in American colonial history involving self-rule.
- Draw conclusions based off of the events in American colonial history involving self-rule.
- Explain relationship between American colonial history and American colonists' expectations for self-rule.

KCU.GOV.9-  
12.T2S1.A

I can compare the trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.

Essential Skills/Concept (What would students need to know and be able to do?)

- Identify and describe the trade, monetary policy, and taxation under the Articles of Confederation.
- Identify and describe the trade, monetary policy, and taxation under the Constitution.
- Compare the trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.

KCU.GOV.9-  
12.T3S4.A

I can create create a tool to study a chronological sequence of events.

Essential Skills/Concept (What would students need to know and be able to do?)

Be able to create a timeline/flowchart.  
Understand the connections between various events on the timeline/flowchart.  
Interpret the significance of the overall sequence of events.

DT.GOV.9-  
12.T1S1.A

I can create graphic representations to explain concepts, trends, and relationships.

Essential Skills/Concept (What would students need to know and be able to do?)

Annotate and identify key characteristics of a graphic representation.  
Using key characteristics, infer patterns and trends based off of the graphic representation.  
Identify patterns and trends about government.  
Create a graphic representation to represent patterns and trends.

DT.GOV.9-  
12.T1S3.A

I can describe and provide textual evidence of the concept of due process of law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.  
Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.  
Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.  
Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.  
Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of federalism.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.  
Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.  
Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.  
Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.  
Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of natural law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.  
Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.  
Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.  
Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.  
Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of popular sovereignty.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of representative government.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of rule of law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of social contract.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe the key beliefs of Enlightenment thought.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe the key components of classical thought.

Describe key components of Enlightenment thought.  
Close read and annotate of the Declaration of Independence.  
Analyze the Declaration of Independence for influences of classical and Enlightenment thought.  
Explain influence of classical and Enlightenment thought on revolutionary ideals.

KCU.GOV.9-  
12.T2S1.B

I can describe the trade, monetary policy, and taxation under the Articles of Confederation.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the trade, monetary policy, and taxation under the Articles of Confederation.  
Identify and describe the trade, monetary policy, and taxation under the Constitution.  
Compare the trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.

KCU.GOV.9-  
12.T3S4.A

I can draw conclusions about the connections and overall significance of chronological events.

Essential Skills/Concept (What would students need to know and be able to do?)

Be able to create a timeline/flowchart.  
Understand the connections between various events on the timeline/flowchart.  
Interpret the significance of the overall sequence of events.

DT.GOV.9-  
12.T1S1.A

I can explain the effects of the codification of law on early civilizations.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe codification of law.  
Describe the social, economic, and governmental systems of early civilizations.  
Analyze the impact of codification of law on early civilization social, economic, and governmental systems.  
Trace the legacy of the codification of law in early societies in modern societies.

KCU.GOV.9-  
12.T2S2.A

I can explain the effects of the strengths and weaknesses on the overall effectiveness of the Articles of Confederation as a national government.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe the historical context of the Articles of Confederation.  
Close read and annotate the Article of Confederation for structure and function.  
Evaluate the structure and function to determine strengths and weaknesses.  
Explain the relationship between the strengths and weaknesses of the Articles of Confederation and its failure as a national government.

KCU.GOV.9-  
12.T2S2.C

I can explain the evolution of government in the English colonies.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe events in American colonial history involving self-rule.  
Plot events in American colonial history involving self-rule.  
Draw conclusions based off of the events in American colonial history involving self-rule.  
Explain relationship between American colonial history and American colonists' expectations for self-rule.

KCU.GOV.9-  
12.T2S1.A

I can explain the purpose of the Declaration of Independence using the concepts of due process of law, popular sovereignty, rule of law, federalism, and representation.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can explain the purpose of the Constitution using the concepts of natural law, social contract, due process of law, and popular sovereignty.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can explain the strengths and weaknesses of the Articles of Confederation.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe the historical context of the Articles of Confederation.

Close read and annotate the Article of Confederation for structure and function.

Evaluate the structure and function to determine strengths and weaknesses.

Explain the relationship between the strengths and weaknesses of the Articles of Confederation and its failure as a national government.

KCU.GOV.9-  
12.T2S2.C

I can explain trends and patterns using evidence from a graphic representation.

Essential Skills/Concept (What would students need to know and be able to do?)

Annotate and identify key characteristics of a graphic representation.

Using key characteristics, infer patterns and trends based off of the graphic representation.

Identify patterns and trends about government.

Create a graphic representation to represent patterns and trends.

DT.GOV.9-  
12.T1S3.A

I can identify patterns and trends using a graphic representation.

Essential Skills/Concept (What would students need to know and be able to do?)

Annotate and identify key characteristics of a graphic representation.

Using key characteristics, infer patterns and trends based off of the graphic representation.

Identify patterns and trends about government.

Create a graphic representation to represent patterns and trends.

DT.GOV.9-  
12.T1S3.A

I can identify perspectives within a source.



Essential Skills/Concept (What would students need to know and be able to do?)

View topic through a government lens.  
Identify perspectives in a source.  
Close read sources to determine influence of perspective on source.  
Explain how sources are influenced by perspectives.

DT.GOV.9-  
12.T1S5.A

I can infer and explain how historical context influences an individual's perception of government.

Essential Skills/Concept (What would students need to know and be able to do?)

Define historical context and perspective.  
Determine historical context of a source.  
Determine perspectives given a source.  
Analyze connections of historical context and perspective.

DT.GOV.9-  
12.T1S1.B

I can provide examples explaining the legacy of the codification of law on modern concepts of government.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe codification of law.  
Describe the social, economic, and governmental systems of early civilizations.  
Analyze the impact of codification of law on early civilization social, economic, and governmental systems.  
Trace the legacy of the codification of law in early societies in modern societies.

KCU.GOV.9-  
12.T2S2.A

I can provide textual evidence of the influence of Enlightenment thought on revolutionary ideals.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe the key components of classical thought.  
Describe key components of Enlightenment thought.  
Close read and annotate of the Declaration of Independence.  
Analyze the Declaration of Independence for influences of classical and Enlightenment thought.  
Explain influence of classical and Enlightenment thought on revolutionary ideals.

KCU.GOV.9-  
12.T2S1.B

I can provide textual evidence to support the relationship between a perspective and the artifact created.

Essential Skills/Concept (What would students need to know and be able to do?)

View topic through a government lens.  
Identify perspectives in a source.  
Close read sources to determine influence of perspective on source.  
Explain how sources are influenced by perspectives.

DT.GOV.9-  
12.T1S5.A

I can use textual evidence to explain the success of the Articles of Confederation in implementing the ideals of the Declaration of Independence.

Essential Skills/Concept (What would students need to know and be able to do?)

Close read the Declaration of Independence.  
Determine the ideals of the Declaration of Independence.  
Close read the Articles of Confederation and annotate for the ideals of the Declaration of Independence.  
Close read the Constitution and annotate for the ideals of the Declaration of Independence.  
Evaluate the success of the Articles of Confederation in implementing the ideals of the Declaration of Independence.  
Evaluate the success of the Constitution in implementing the ideals of the Declaration of Independence.

**AP American Government (2016)**

Wright City R-II  
Social Studies  
Grade 12, Duration 1 Year, 1 Credit  
Required Course

KCU.GOV.9-  
12.T3S2.B

**TOPIC: Constitution and Ratification** -- 8 Day(s)

**Description**

Students will participate in a Constitutional Convention simulation, study the structure and principles of the Constitution, and the ratification of the Constitution. Students will also study the Bill of Rights and the amendment process through participating in an amendment simulation.

**Academic Vocabulary (What terms will students need to know?)**

Geography, Original 13 Colonies, Formation, Constitutional Convention, Constitution, Connecticut (Great Compromise), Virginia Plan, New Jersey Plan, Slavery, 3/5 Compromise, Strong Central Government, Ratification, Federalism, Checks and Balances, Separation of Powers, Majority Rule, Bill of Rights, Amendment, Federalist Papers, Federalist, Anti-Federalist, Due Process of Law, Popular Sovereignty, Rule of Law, Representation, Individual Liberty, Equality, Trade, Monetary Policy

**Learning Targets**

I can accurately explain the connection between geographical regions and the society that develops.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify the geographical regions of the original 13 colonies.

Determine the economic, social, and political implications of the geographical regions of the original 13 colonies.

Analyze the relationship between the economic, social, and political geographical implications and the expectations for government.

Explain the relationship between the compromises of the Constitutional Convention and geographical implications.

DT.GOV.9-  
 12.T1S3.A

I can cite evidence explaining the influence of previous models of government and experiences under British rule on the decisions made in the Constitutional Convention.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe decisions in the Constitutional Convention.

Infer causes of decisions in the Constitutional Convention.

Develop an argument evaluating the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule.

KCU.GOV.9-  
 12.T2S1.C

I can cite historical evidence of due process of law, popular sovereignty, rule of law, federalism, and representation to explain the legacy of the Constitution.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
 12.T3S2.A

I can cite relevant historical examples to explain the impact of economics on governmental ideals and concepts.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe the economic systems of the original 13 colonies.

Describe economic theories.

Describe the historical context of the formation of the United States government.

Identify influences of economic systems and economic theories on the Constitution's ideals, principles, concepts, and structures.

Explain the impact of economics and economic theories on the formation of United States governmental ideals,

principles, key concepts, and structures.

KCU.GOV.9-  
12.T2S4.A

I can compare the trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the trade, monetary policy, and taxation under the Articles of Confederation.  
Identify and describe the trade, monetary policy, and taxation under the Constitution.  
Compare the trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.

KCU.GOV.9-  
12.T3S4.A

I can describe the central debates of the Constitutional Convention.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe the differing sides of the central debates of the Constitutional Convention.  
Describe the compromises of the Constitutional Convention.  
Explain how the solutions represent a compromise of both sides of the central debates.

KCU.GOV.9-  
12.T3S1.A

I can describe the decisions made in the Constitutional Convention.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe decisions in the Constitutional Convention.  
Infer causes of decisions in the Constitutional Convention.  
Develop an argument evaluating the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule.

KCU.GOV.9-  
12.T2S1.C

I can describe the trade, monetary policy, and taxation under the Constitution.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the trade, monetary policy, and taxation under the Articles of Confederation.  
Identify and describe the trade, monetary policy, and taxation under the Constitution.  
Compare the trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.

KCU.GOV.9-  
12.T3S4.A

I can explain how the amendments to the Constitution limit the power of government.

Essential Skills/Concept (What would students need to know and be able to do?)

Close read the Bill of Rights.  
Analyze and explain how the Bill of Rights limits the power of government, protects, individual liberty, and provides for equality.

KCU.GOV.9-  
12.T3S2.E

I can explain how the amendments to the Constitution protect individual liberty.

Essential Skills/Concept (What would students need to know and be able to do?)

Close read the Bill of Rights.  
Analyze and explain how the Bill of Rights limits the power of government, protects, individual liberty, and provides for equality.

KCU.GOV.9-  
12.T3S2.E

I can explain how the amendments to the Constitution provide for equality.

Essential Skills/Concept (What would students need to know and be able to do?)

Close read the Bill of Rights.  
Analyze and explain how the Bill of Rights limits the power of government, protects, individual liberty, and provides for equality.

KCU.GOV.9-  
12.T3S2.E

I can explain how the Bill of Rights represents a compromise between the Federalists and the Anti-Federalists.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the concerns over a strong central government.  
Define checks and balances and separation of powers.  
Describe how checks and balances and separation of powers limits the central government.  
Close read and annotate the Bill of Rights.  
Explain how the Bill of Rights limits the central government.  
Explain how checks and balances, separation of powers, and the Bill of Rights aided in the ratification of the Constitution.

KCU.GOV.9-  
12.T3S1.B

I can explain the purpose of the Constitution using the concepts of natural law, social contract, due process of law, and popular sovereignty.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.  
Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.  
Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.  
Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.  
Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can provide examples to explain how concerns over a strong central government were addressed to provide for ratification of the Constitution.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the concerns over a strong central government.  
Define checks and balances and separation of powers.  
Describe how checks and balances and separation of powers limits the central government.  
Close read and annotate the Bill of Rights.  
Explain how the Bill of Rights limits the central government.  
Explain how checks and balances, separation of powers, and the Bill of Rights aided in the ratification of the Constitution.

KCU.GOV.9-  
12.T3S1.B

I can use evidence to explain the relationship between the geography of North America and its governmental systems.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe the geography of North America.  
Determine the implications of geography on North America's social, economic, and political structures.  
Explain the relationship between the geography of North America and the governmental systems it developed.

KCU.GOV.9-  
12.T2S3.A

I can use examples and historical evidence to explain how checks and balances limits the central government.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the concerns over a strong central government.  
Define checks and balances and separation of powers.  
Describe how checks and balances and separation of powers limits the central government.  
Close read and annotate the Bill of Rights.  
Explain how the Bill of Rights limits the central government.  
Explain how checks and balances, separation of powers, and the Bill of Rights aided in the ratification of the Constitution.

KCU.GOV.9-  
12.T3S1.B

I can use examples and historical evidence to explain how separation of powers limits the central government.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the concerns over a strong central government.  
Define checks and balances and separation of powers.  
Describe how checks and balances and separation of powers limits the central government.  
Close read and annotate the Bill of Rights.  
Explain how the Bill of Rights limits the central government.  
Explain how checks and balances, separation of powers, and the Bill of Rights aided in the ratification of the Constitution.

KCU.GOV.9-  
12.T3S1.B

I can use examples to explain how the resolutions determined in the Constitutional Convention represent a compromise.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe the differing sides of the central debates of the Constitutional Convention.  
Describe the compromises of the Constitutional Convention.  
Explain how the solutions represent a compromise of both sides of the central debates.

KCU.GOV.9-  
12.T3S1.A

I can use geographical and historical evidence to explain the connection between geography and the compromises of the Constitutional Convention.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify the geographical regions of the original 13 colonies.  
Determine the economic, social, and political implications of the geographical regions of the original 13 colonies.  
Analyze the relationship between the economic, social, and political geographical implications and the expectations for government.  
Explain the relationship between the compromises of the Constitutional Convention and geographical implications.

DT.GOV.9-  
12.T1S3.B

I can use historical evidence to explain the changing relationship between state governments and the federal government.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe the powers of state governments.  
Describe the powers of federal governments.  
Determine the relationship of state and federal governmental powers in the Constitution.  
Determine the contemporary relationship of state and federal governmental powers.  
Compare the relationship of state and federal governmental powers in the Constitution to the contemporary relationship of state and federal governmental powers.  
Infer reasons as to why the relationship between state and federal governmental powers has changed.

KCU.GOV.9-  
12.T3S1.D

I can use textual evidence to explain the success of the Constitution in implementing the ideals of the Declaration of Independence.

Essential Skills/Concept (What would students need to know and be able to do?)

Close read the Declaration of Independence.

## AP American Government (2016)

Wright City R-II  
Social Studies  
Grade 12, Duration 1 Year, 1 Credit  
Required Course

Describe the powers of federal governments.

Determine the relationship of state and federal governmental powers in the Constitution.

Determine the contemporary relationship of state and federal governmental powers.

Compare the relationship of state and federal governmental powers in the Constitution to the contemporary relationship of state and federal governmental powers.

KCU.GOV.9-  
12.T3S2.B

**TOPIC: Federalism** -- 4 Day(s)

**Description**

Students will study the Constitutional concept of federalism. Students will study the evolution of federalism and the change from dual federalism to cooperative federalism and the emergence of fiscal federalism.

**Academic Vocabulary (What terms will students need to know?)**

Federalism, State Government, Federal Government, Dual Federalism, Cooperative Federalism, Mandates, Fiscal Federalism

**Learning Targets**

I can compare the structure and function of local, state, and federal governments.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe the structure and function of local government.

Describe the structure and function of state government.

Describe the structure and function of federal government.

Compare the structure and function of local, state, and federal governments.

KCU.GOV.9-

12.T3S2.F

I can describe and provide textual evidence of the concept of federalism.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-

12.T3S2.A

I can describe the powers and responsibilities of state governments.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe the powers of state governments.

Describe the powers of federal governments.

Determine the relationship of state and federal governmental powers in the Constitution.

Determine the contemporary relationship of state and federal governmental powers.

Compare the relationship of state and federal governmental powers in the Constitution to the contemporary relationship of state and federal governmental powers.

Infer reasons as to why the relationship between state and federal governmental powers has changed.

KCU.GOV.9-

12.T3S1.D

I can describe the powers and responsibilities of the federal government.

Essential Skills/Concept (What would students need to know and be able to do?)

Describe the powers of state governments.

Describe the powers of federal governments.

Determine the relationship of state and federal governmental powers in the Constitution.

Determine the contemporary relationship of state and federal governmental powers.

Compare the relationship of state and federal governmental powers in the Constitution to the contemporary relationship of state and federal governmental powers.

Infer reasons as to why the relationship between state and federal governmental powers has changed.

KCU.GOV.9-

12.T3S1.D



I can describe the structure and functions of local governments.

Essential Skills/Concept (What would students need to know and be able to do?)

- Describe the structure and function of local government.
- Describe the structure and function of state government.
- Describe the structure and function of federal government.
- Compare the structure and function of local, state, and federal governments.

KCU.GOV.9-  
12.T3S2.F

I can describe the structure and functions of state governments.

Essential Skills/Concept (What would students need to know and be able to do?)

- Describe the structure and function of local government.
- Describe the structure and function of state government.
- Describe the structure and function of federal government.
- Compare the structure and function of local, state, and federal governments.

KCU.GOV.9-  
12.T3S2.F

I can use historical evidence to explain the changing relationship between state governments and the federal government.

Essential Skills/Concept (What would students need to know and be able to do?)

- Describe the powers of state governments.
- Describe the powers of federal governments.
- Determine the relationship of state and federal governmental powers in the Constitution.
- Determine the contemporary relationship of state and federal governmental powers.
- Compare the relationship of state and federal governmental powers in the Constitution to the contemporary relationship of state and federal governmental powers.
- Infer reasons as to why the relationship between state and federal governmental powers has changed.

KCU.GOV.9-  
12.T3S1.D

**TOPIC: Big Ideas in Government** [Ongoing]

**Description**

Students will analyze the big ideas that create the basis for government in the United States: Due Process of Law, Rule of Law, Checks and Balances, Separation of Powers, Natural Rights, Social Contract Theory, Popular Sovereignty, Representation, Federalism, Self-Government, Limited Government, and Minority Rights vs. Majority Rule.

**Academic Vocabulary (What terms will students need to know?)**

Due Process of Law, Rule of Law, Checks and Balances, Separation of Powers, Natural Rights, Social Contract Theory, Popular Sovereignty, Representation, Federalism, Self-Government, Limited Government, Minority Rights, Majority Rule

**Learning Targets**

I can cite historical evidence of due process of law, popular sovereignty, rule of law, federalism, and representation to explain the legacy of the Constitution.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can cite historical evidence of natural law, social contract, due process of law, and popular sovereignty to explain the legacy of the Declaration of Independence.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of due process of law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of federalism.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of natural law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of popular sovereignty.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of representative government.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of rule of law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can use examples and historical evidence to explain how checks and balances limits the central government.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the concerns over a strong central government.

Define checks and balances and separation of powers.

Describe how checks and balances and separation of powers limits the central government.

Close read and annotate the Bill of Rights.

Explain how the Bill of Rights limits the central government.

Explain how checks and balances, separation of powers, and the Bill of Rights aided in the ratification of the Constitution.

KCU.GOV.9-  
12.T3S1.B

I can use examples and historical evidence to explain how separation of powers limits the central government.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the concerns over a strong central government.

Define checks and balances and separation of powers.

Describe how checks and balances and separation of powers limits the central government.

Close read and annotate the Bill of Rights.

Explain how the Bill of Rights limits the central government.

Explain how checks and balances, separation of powers, and the Bill of Rights aided in the ratification of the Constitution.

KCU.GOV.9-  
12.T3S1.B

**UNIT: People and Politics** -- 6 Week(s)

**Unit Description**

Throughout the course of this unit, students will be studying the ways in which people participate and interact with politics and their government. This includes public opinion and political action, the mass media and the political agenda, political parties, campaigns and voting behavior, and interest groups.

**Enduring Understandings/Essential Learner Outcomes**

**Unit Objectives:**

1. Analyze how public opinion and demographic trends guide political behavior.
2. Evaluate the impact and influence of mass media on democracy in America.
3. Understand the role and impact of political parties on American politics.
4. Explain the key components of the electoral process in the United States.
5. Evaluate the influence of interest groups on the political process.

**Essential Questions:**

1. In what ways do American citizens' interact with politics?
2. What influences American citizens' access to and participation in politics?

**TOPIC: Big Ideas in Government** [Ongoing]

**Description**

Students will analyze the big ideas that create the basis for government in the United States: Due Process of Law, Rule of Law, Checks and Balances, Separation of Powers, Natural Rights, Social Contract Theory, Popular Sovereignty, Representation, Federalism, Self-Government, Limited Government, and Minority Rights vs. Majority Rule.

**Academic Vocabulary (What terms will students need to know?)**

Due Process of Law, Rule of Law, Checks and Balances, Separation of Powers, Natural Rights, Social Contract Theory, Popular Sovereignty, Representation, Federalism, Self-Government, Limited Government, Minority Rights, Majority Rule

**Learning Targets**

I can cite historical evidence of due process of law, popular sovereignty, rule of law, federalism, and representation to explain the legacy of the Constitution.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can cite historical evidence of natural law, social contract, due process of law, and popular sovereignty to explain the legacy of the Declaration of Independence.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of due process of law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of federalism.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of natural law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of popular sovereignty.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of representative government.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of rule of law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of social contract.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can use examples and historical evidence to explain how checks and balances limits the central government.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the concerns over a strong central government.

Define checks and balances and separation of powers.

Describe how checks and balances and separation of powers limits the central government.

Close read and annotate the Bill of Rights.

Explain how the Bill of Rights limits the central government.

Explain how checks and balances, separation of powers, and the Bill of Rights aided in the ratification of the Constitution.

KCU.GOV.9-  
12.T3S1.B

I can use examples and historical evidence to explain how separation of powers limits the central government.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the concerns over a strong central government.

Define checks and balances and separation of powers.

Describe how checks and balances and separation of powers limits the central government.

Close read and annotate the Bill of Rights.

Explain how the Bill of Rights limits the central government.

Explain how checks and balances, separation of powers, and the Bill of Rights aided in the ratification of the Constitution.

KCU.GOV.9-  
12.T3S1.B

**TOPIC: Political Participation** -- 6 Day(s)

**Description**

Students will study the demographics of the American people, trends in political participation, voting rights and behaviors, public opinion, and tools for analyzing public opinion.

**Academic Vocabulary (What terms will students need to know?)**

Politics, Demographics, Immigration, Regional Shifts, Graying of America, Minority Majority, Voting, Political Participation, Suffrage, Civil Rights, 19th Amendment, 13th Amendment, Amendments, Polling, Public Opinion, Bias, Sample, Sampling Error

**Learning Targets**

Students will be able to accurately identify a trend or pattern about government and explain it using a graphic representation.

DT.GOV.9-  
12.T1S3.A

Students will be able to examine the relationship between peoples and government.

DT.GOV.9-  
12.T1S5.B

Students will be able to explain how various factors influence public opinion in regards to elections and policy issues.

KCU.GOV.9-  
12.T4S5.B

Students will be able to identify decisions made by the government and evaluate the decisions impacts upon individuals, groups, and society.

KCU.GOV.9-  
12.T3S5.B

Students will be able to reference specific historical examples to draw conclusions about the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.

KCU.GOV.9-  
12.T4S5.D

Students will be able to use textual evidence to explain the influence of social, regional, and demographic characteristics on state and federal electoral results.

KCU.GOV.9-  
12.T4S3.A

Students will be able to accurately identify powers and responsibilities of citizens.

DT.GOV.9-  
12.T1S2.B

Using examples, students will be able to compare and contrast human political characteristics within regions.

DT.GOV.9-  
12.T1S5.C

Using examples, students will be able to compare and contrast human political characteristics within time periods.

DT.GOV.9-  
12.T1S5.C

Students will be able to describe the rights and responsibilities of a citizen and provide examples.

KCU.GOV.9-  
12.T4S2.B

Students will be able to explain how citizens interact with local, state, and federal governments and provide examples.

KCU.GOV.9-  
12.T4S2.B

Students will be able to explain using examples how citizens can influence and shape government decision-making.



KCU.GOV.9-  
12.T4S2.B

Students will be able to provide examples of social and educational reform movements.

KCU.GOV.9-  
12.T4S5.C

Students will be able to explain the impact of social and educational reform movements on society.

KCU.GOV.9-  
12.T4S5.C

Students will be able to explain the relationship between social and educational reform movements and revolutions.

KCU.GOV.9-  
12.T4S5.C

Students will be able to identify the cause and effect relationships of stratifications (social classes, economic classes, ethnicity, and gender).

DT.GOV.9-  
12.T1S5.B

Students will be able to explain how the government interacts with stratifications.

DT.GOV.9-  
12.T1S5.B

Students will be able to articulate the challenges and benefits of diversity in a society.

DT.GOV.9-  
12.T1S5.B

**TOPIC: Political Parties and Political Socialization** -- 4 Day(s)

**Description**

Students will study the development of political parties, current political parties, as well as their own political beliefs and processes in which they developed their own political beliefs.

**Academic Vocabulary (What terms will students need to know?)**

Republican, Democrat, Factionalism, Division, Federalist, Democratic-Republican, Political Party, Socialization, Socializing Agents, Liberal, Conservative, Family, Media, School

**Learning Targets**

Students will be able to accurately differentiate between the purposes, role within the U.S. government, and people's interactions with political parties and interest groups.

KCU.GOV.9-  
12.T4S5.A

Students will be able to analyze the perspectives and use textual evidence to support an argument explaining the emergence of political division in the United States.

KCU.GOV.9-  
12.T2S5.A

Students will be able to compare the differing political philosophies of Thomas Jefferson and Alexander Hamilton.

KCU.GOV.9-  
12.T2S5.A

Students will be able to evaluate the influences and consequences of contemporary political parties on government.

KCU.GOV.9-  
12.T4S2.A

Students will be able to evaluate the influences and consequences of contemporary political parties on government.

KCU.GOV.9-  
12.T4S2.A

Students will be able to examine the relationship between peoples and government.

DT.GOV.9-  
12.T1S5.B

Students will be able to explain how political parties and interest groups reflect the perspectives of and are influenced by the individuals they represent.

KCU.GOV.9-  
12.T4S5.A

Students will be able to explain the positives and negatives of factionalism as described by the founding fathers.

KCU.GOV.9-  
12.T2S5.A

Students will be able to explain the role of contemporary political parties on government.

KCU.GOV.9-  
12.T4S2.A

Students will be able to explain the positives and negatives of factionalism as described by the founding fathers.

KCU.GOV.9-  
12.T3S5.A

Students will be able to compare the differing political philosophies of Thomas Jefferson and Alexander Hamilton.

KCU.GOV.9-  
12.T3S5.A

Students will be able to analyze perspectives and use textual evidence to support an argument explaining the emergence of political divisions in the United States.

KCU.GOV.9-  
12.T3S5.A

Students will be able to accurately identify powers and responsibilities of citizens.

KCU.GOV.9-  
12.T4S1.C

Students will be able to examine the relationship between peoples and government.

KCU.GOV.9-  
12.T4S1.C

**TOPIC: Media and Politics** -- 4 Day(s)

**Description**

Students will study media biases, political propaganda, and the role of media on politics.

**Academic Vocabulary (What terms will students need to know?)**

Media, Linkage Institutions, Conservative, Liberal, Bias, Propaganda, Transfer, Bandwagon, Card-Stacking, Name-Calling, Glittering Generalities, Testimonial, Plain Folks, Watchdog, Scope of Government, News, Sound-Bite, and Horserace Journalism.

**Learning Targets**

Students will be able to accurately identify a trend or pattern about government and explain it using a graphic representation.

DT.GOV.9-  
12.T1S3.A

Students will be able to examine the relationship between peoples and government.

DT.GOV.9-  
12.T1S5.B

Students will be able to identify decisions made by the government and evaluate the decisions impacts upon individuals, groups, and society.

KCU.GOV.9-  
12.T3S5.B

Students will be able to to draw conclusions about the opinion of different groups based on opinion polls.

KCU.GOV.9-  
12.T4S5.B

Students will be able to explain the role of media in shaping public opinion.

KCU.GOV.9-  
12.T4S5.B

Students will be able to recognize the influence of events on elections and on governmental decision-making.

KCU.GOV.9-  
12.T4S5.B

**TOPIC: Interest Groups** -- 4 Day(s)

**Description**

Students will study the functions of interest groups and their role in American politics. Students will participate in an interest group simulation.

**Academic Vocabulary (What terms will students need to know?)**

Lobbying, Litigation, Educating the Public, "Going Public", Electioneering, Linkage Institution, Interest Group, Super PACs, Political Action Committees, *Citizens United vs. FEC*, Funding, and Campaign Finance.

**Learning Targets**

Students will be able to accurately differentiate between the purposes, role within the U.S. government, and people's interactions with political parties and interest groups.

KCU.GOV.9-  
12.T4S5.A

Students will be able to accurately identify a trend or pattern about government and explain it using a graphic representation.

DT.GOV.9-  
12.T1S3.A

Students will be able to examine the relationship between peoples and government.

DT.GOV.9-  
12.T1S5.B

Students will be able to explain how political parties and interest groups reflect the perspectives of and are influenced by the individuals they represent.

KCU.GOV.9-  
12.T4S5.A

Students will be able to explain the positives and negatives of factionalism as described by the founding fathers.

KCU.GOV.9-  
12.T2S5.A

Students will be able to identify decisions made by the government and evaluate the decisions impacts upon individuals, groups, and society.

KCU.GOV.9-  
12.T3S5.B

Students will be able to reference specific historical examples to draw conclusions about the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.

KCU.GOV.9-  
12.T4S5.D

Students will be able to use specific historical and contemporary examples to describe the process citizens and institutions can use to address and solve problems.

DT.GOV.9-  
12.T1S2.B

Students will be able to compare and contrast the purpose and function of interest groups and political parties.

KCU.GOV.9-  
12.T4S5.A

**TOPIC: Powers of the President** -- 7 Day(s)

**Description**

Students will study the powers of the president as dictated by the Constitution, the roles of the president, as well as

**Academic Vocabulary (What terms will students need to know?)**

Impeachment, Twenty-Second Amendment, Twenty-fifth Amendment, Watergate, Executive Orders, Veto, Pocket Veto, Presidential Coattails, War Powers Resolution, Legislative Veto, Commander in Chief, Chief Legislator, Crisis Manager, Nomination, Chief of State, State of the Union, Chief Executive, Vice-President, Party Leader, Electoral Mandates, and Chief

**Learning Targets**

Students will be able to accurately describe the process of selecting leaders at each level of government.

KCU.GOV.9-  
12.T4S2.C

Students will be able to accurately identify a trend or pattern about government and explain it using a graphic representation.

DT.GOV.9-  
12.T1S3.A

Students will be able to compare the differing processes of selecting leaders at each level of government.

KCU.GOV.9-  
12.T4S2.C

Students will be able to describe the government's decisionmaking process.

KCU.GOV.9-  
12.T3S5.B

Students will be able to examine the relationship between peoples and government.

DT.GOV.9-  
12.T1S5.B

Students will be able to use textual evidence to explain the influence of social, regional, and demographic characteristics on state and federal electoral results.

KCU.GOV.9-  
12.T4S3.A

**UNIT: The Executive Branch** -- 6 Week(s)

**Unit Description**

Throughout the course of the unit, students will be studying the Executive Branch and the federal bureaucracy. This includes an analysis of the expansion of the roles and powers of the President, an evaluation of the Executive Departments, government corporations, and independent agencies as well as an examination of the relationships between the President and the other branches of government.

**Enduring Understandings/Essential Learner Outcomes**

**Unit Objectives:**

1. Students will be able to evaluate the president's constitutional powers and the expansion of presidential power.
2. Students will evaluate the relationship between the executive, judicial, and legislative branches.
3. Students will be able to differentiate the types of bureaucrats in which the federal bureaucracy is organized.
4. Students will assess the role of bureaucrats and their impact on the scope of government

**Essential Questions:**

1. In what ways do American citizens' interact with politics?
2. What influences American citizens' access to and participation in politics

**TOPIC: Powers of the President -- 7 Day(s)**

**Description**

Students will study the powers of the president as dictated by the Constitution, the roles of the president, as well as impeachment of the president if powers are abused. Students will also study the changing role and expansion of power of the president.

**Academic Vocabulary (What terms will students need to know?)**

Impeachment, Twenty-Second Amendment, Twenty-fifth Amendment, Watergate, Executive Orders, Veto, Pocket Veto, Presidential Coattails, War Powers Resolution, Legislative Veto, Commander in Chief, Chief Legislator, Crisis Manager, Nomination, Chief of State, State of the Union, Chief Executive, Vice-President, Party Leader, Electoral Mandates, and Chief Diplomat.

**Learning Targets**

Students will be able to accurately identify a trend or pattern about government and explain it using a graphic representation.

DT.GOV.9-  
12.T1S3.A

Students will be able to cite specific examples of checks and balances in order to describe how checks and balances limits the scope of government.

KCU.GOV.9-  
12.T3S2.D

Students will be able to cite specific historical evidence to explain how power relationships between branches of the United States government over time.

KCU.GOV.9-  
12.T4S1.A

Students will be able to describe, using historical examples, the changing roles and powers of the three branches of government.

KCU.GOV.9-  
12.T3S1.C

Students will be able to evaluate how changing powers and roles have led to changes in the size of the branches of government.

KCU.GOV.9-  
12.T3S1.C

Students will be able to use the roles of the three branches of government to describe how they function.

KCU.GOV.9-  
12.T3S2.C

Students will be able to use historical examples to explain how ideals have changed regarding an "active judiciary," an "active legislature," and an "active executive branch" throughout United States history.

KCU.GOV.9-  
12.T4S1.B

Using checks and balances, students will be able to cite specific examples to describe how the three branches of government interact.

KCU.GOV.9-  
12.T3S2.C

**TOPIC: Bureaucracy** -- 7 Day(s)

**Description**

Students will study the executive departments, agencies, and corporations. Students will also participate in an executive department simulation.

**Academic Vocabulary (What terms will students need to know?)**

Bureaucracy, "Bureaucratic Red Tape", Cabinet, Secretary, Department, National Security Council, Council of Economic Advisers, Office of Management and Budget, Bureaucratic Oversight, Social Security Administration, US Postal Service, National Aeronautics and Space Administration, Tennessee Valley Authority, Environmental Protection Agency, Patronage, Civil Servants, Pendleton Civil Service Act, Merit Principle, Office of Personnel Management, Independent Regulatory Commissions, Federal Reserve Board, National Labor Relations Board, Government Corporations, Independent Executive Agencies, Policy Implementation, Fragmentation, Privatization, Regulation, Deregulation, and Iron Triangles.

**Learning Targets**

Students will be able to accurately identify a trend or pattern about government and explain it using a graphic representation.

DT.GOV.9-  
 12.T1S3.A

Students will be able to cite specific historical evidence to explain how power relationships between branches of the United States government over time.

KCU.GOV.9-  
 12.T4S1.A

Students will be able to evaluate how changing powers and roles have led to changes in the size of the branches of government.

KCU.GOV.9-  
 12.T3S1.C

Students will be able to use specific examples to describe the role that people, businesses, and government play in taxation and spending in order to maintain the public good.

KCU.GOV.9-  
 12.T4S4.A

Students will be able to use the roles of the three branches of government to describe how they function.

KCU.GOV.9-  
 12.T3S2.C

Students will be able to use historical examples to explain how ideals have changed regarding an "active judiciary," an "active legislature," and an "active executive branch" throughout United States history.

KCU.GOV.9-  
 12.T4S1.B

Using checks and balances, students will be able to cite specific examples to describe how the three branches of government interact.

KCU.GOV.9-  
 12.T3S2.C

**TOPIC: Presidential Qualifications** -- 2 Day(s)

**Description**

Students will study the Constitutional qualifications for the president of the United States.

**Academic Vocabulary (What terms will students need to know?)**

President, Residency, Naturalized, Natural-Born, Terms, Term Limit, and Political Party.

**Learning Targets**

Students will be able to accurately identify a trend or pattern about government and explain it using a graphic representation.

DT.GOV.9-  
 12.T1S3.A

**TOPIC: Federal Budget** -- 6 Day(s)

**Description**

Students will study the federal budget and budgetary process. Students will participate in a simulation of the budgetary process through the game "People's Pie." Students will also evaluate critical issues in regards to the federal budget, such as the national debt, overspending, etc., and propose solutions to these issues.

**Academic Vocabulary (What terms will students need to know?)**

Economy, National Debt, Opportunity Cost, Welfare, Scope of Government, Unemployment, Inflation, Surplus, Revenue, Taxation, Income Tax, Property Tax, Budget, Federal Reserve System, Keynesian Economic Theory, Supply-Side Economics, Expenditure, Deficit, Sixteenth Amendment, Borrowing, Debt Ceiling, Big Government, Small Government, Incrementalism, Authorization Bill, Appropriations Bill, Resolution, and Reconciliation.

**Learning Targets**

Students will be able to accurately identify a trend or pattern about government and explain it using a graphic representation.

DT.GOV.9-  
12.T1S3.A

Students will be able to identify and evaluate the opportunity costs and benefits of economic decisions on the lives of individuals and on the workings of the government.

DT.GOV.9-  
12.T1S4.A

Students will be able to use specific examples to describe the role that people, businesses, and government play in taxation and spending in order to maintain the public good.

KCU.GOV.9-  
12.T4S4.A

Students will be able to cite specific historical examples in order to explain the changing roles of government in the economy throughout United States history.

KCU.GOV.9-  
12.T3S4.B



**TOPIC: Big Ideas in Government** [Ongoing]

**Description**

Students will analyze the big ideas that create the basis for government in the United States: Due Process of Law, Rule of Law, Checks and Balances, Separation of Powers, Natural Rights, Social Contract Theory, Popular Sovereignty, Representation, Federalism, Self-Government, Limited Government, and Minority Rights vs. Majority Rule.

**Academic Vocabulary (What terms will students need to know?)**

Due Process of Law, Rule of Law, Checks and Balances, Separation of Powers, Natural Rights, Social Contract Theory, Popular Sovereignty, Representation, Federalism, Self-Government, Limited Government, Minority Rights, Majority Rule

**Learning Targets**

I can cite historical evidence of due process of law, popular sovereignty, rule of law, federalism, and representation to explain the legacy of the Constitution.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can cite historical evidence of natural law, social contract, due process of law, and popular sovereignty to explain the legacy of the Declaration of Independence.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can create graphic representations to explain concepts, trends, and relationships.

Essential Skills/Concept (What would students need to know and be able to do?)

Annotate and identify key characteristics of a graphic representation.

Using key characteristics, infer patterns and trends based off of the graphic representation.

Identify patterns and trends about government.

Create a graphic representation to represent patterns and trends.

DT.GOV.9-  
12.T1S3.A

I can describe and provide textual evidence of the concept of due process of law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of federalism.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of natural law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of popular sovereignty.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of representative government.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of rule of law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of social contract.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can use examples and historical evidence to explain how checks and balances limits the central government.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the concerns over a strong central government.

Define checks and balances and separation of powers.

Describe how checks and balances and separation of powers limits the central government.

Close read and annotate the Bill of Rights.

Explain how the Bill of Rights limits the central government.

Explain how checks and balances, separation of powers, and the Bill of Rights aided in the ratification of the Constitution.

KCU.GOV.9-  
12.T3S1.B

I can use examples and historical evidence to explain how separation of powers limits the central government.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the concerns over a strong central government.

Define checks and balances and separation of powers.

Describe how checks and balances and separation of powers limits the central government.

Close read and annotate the Bill of Rights.

Explain how the Bill of Rights limits the central government.

Explain how checks and balances, separation of powers, and the Bill of Rights aided in the ratification of the Constitution.

KCU.GOV.9-  
12.T3S1.B

**UNIT: The Legislative Branch** -- 6 Week(s)

**Unit Description**

Throughout the course of the unit, students will be studying the Legislative Branch. Throughout the course of study, students will analyze the organization and structure of Congress, Congressional elections, and Congressional powers. Students will finish the unit with an analysis of Congress' relationship with the other branches of government.

**Enduring Understandings/Essential Learner Outcomes**

**Unit Objectives:**

1. Students will analyze the role and structure of both houses of Congress.
2. Students will evaluate the impact of constitutional principles and linkage institutions on congressional policymaking.
3. Students will evaluate how changing powers and roles have led to an expansion of the legislative branch.
4. Students will evaluate both the modern and historical relationship between Congress and the other branches of government.

**Essential Questions:**

1. How has the role of the president in United States politics evolved throughout history?
2. What factors influence public opinion for the president?
3. How does the organization of the executive branch impact its efficiency?

**TOPIC: Big Ideas in Government** [Ongoing]

**Description**

Students will analyze the big ideas that create the basis for government in the United States: Due Process of Law, Rule of Law, Checks and Balances, Separation of Powers, Natural Rights, Social Contract Theory, Popular Sovereignty, Representation, Federalism, Self-Government, Limited Government, and Minority Rights vs. Majority Rule.

**Academic Vocabulary (What terms will students need to know?)**

Due Process of Law, Rule of Law, Checks and Balances, Separation of Powers, Natural Rights, Social Contract Theory, Popular Sovereignty, Representation, Federalism, Self-Government, Limited Government, Minority Rights, Majority Rule

**Learning Targets**

I can cite historical evidence of due process of law, popular sovereignty, rule of law, federalism, and representation to explain the legacy of the Constitution.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can cite historical evidence of natural law, social contract, due process of law, and popular sovereignty to explain the legacy of the Declaration of Independence.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of due process of law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of federalism.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of natural law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of popular sovereignty.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of representative government.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of rule of law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of social contract.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can use examples and historical evidence to explain how checks and balances limits the central government.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the concerns over a strong central government.

Define checks and balances and separation of powers.

Describe how checks and balances and separation of powers limits the central government.

Close read and annotate the Bill of Rights.

Explain how the Bill of Rights limits the central government.

Explain how checks and balances, separation of powers, and the Bill of Rights aided in the ratification of the Constitution.

KCU.GOV.9-  
12.T3S1.B

I can use examples and historical evidence to explain how separation of powers limits the central government.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the concerns over a strong central government.

Define checks and balances and separation of powers.

Describe how checks and balances and separation of powers limits the central government.

Close read and annotate the Bill of Rights.

Explain how the Bill of Rights limits the central government.

Explain how checks and balances, separation of powers, and the Bill of Rights aided in the ratification of the Constitution.

KCU.GOV.9-  
12.T3S1.B

**TOPIC: Structure of the Legislative Branch** -- 4 Day(s)

**Description**

Students will study the structure and organization of the Legislative Branch including the constitutional design, leadership organization, and effectiveness of this structure and organization.

**Academic Vocabulary (What terms will students need to know?)**

Article I, Congress, House of Representatives, Senate, Bicameral, Majority Whip, Majority Leader, Minority Whip, Minority Leader, Speaker of the House, President Pro Tempore, Vice-President, Constituency

**Learning Targets**

Students will be able to evaluate how changing powers and roles have led to changes in the size of the branches of government.

KCU.GOV.9-  
12.T3S1.C

Students will be able to use the roles of the three branches of government to describe how they function.

KCU.GOV.9-  
12.T3S2.C

Students will be able to recognize the influence of events on elections and on governmental decision-making.

KCU.GOV.9-  
12.T4S1.B

**TOPIC: Congressional Qualifications** -- 2 Day(s)

**Description**

Students will study the qualifications and requirements as well as the demographics of congressional representatives.

**Academic Vocabulary (What terms will students need to know?)**

Residency Requirement, Constituency, Demographics, House of Representatives, Senate, Congress, Legislative Branch, Religion, Age, Education

**Learning Targets**

Students will be able to evaluate how changing powers and roles have led to changes in the size of the branches of government.

KCU.GOV.9-  
12.T3S1.C

Students will be able to use the roles of the three branches of government to describe how they function.

KCU.GOV.9-  
12.T3S2.C



**TOPIC: Congressional Elections** -- 6 Day(s)

**Description**

Students will study the election process of congressional representatives specifically analyzing the incumbent advantage and congressional redistricting and gerrymandering.

**Academic Vocabulary (What terms will students need to know?)**

Gerrymandering, Redistricting, Midterm Elections, Incumbency, Incumbent, Incumbent Advantage, Challenger, House of Representatives, Senate, Congressional Elections, Congress, Republican Party, Democrat Party, Endorsement, Media

**Learning Targets**

Students will be able to evaluate how changing powers and roles have led to changes in the size of the branches of government.

KCU.GOV.9-  
12.T3S1.C

Students will be able to use the roles of the three branches of government to describe how they function.

KCU.GOV.9-  
12.T3S2.C

Students will be able to explain how various factors influence public opinion in regards to elections and policy issues.

KCU.GOV.9-  
12.T4S5.B

Students will be able to recognize the influence of events on elections and on governmental decision-making.

KCU.GOV.9-  
12.T4S5.B

Students will be able to accurately identify a trend or pattern about government and explain it using a graphic representation.

DT.GOV.9-  
12.T1S3.A

Students will be able to create and interpret a chronological tool to understand the connections between and overall significance of various events.

DT.GOV.9-  
12.T1S1.A

**TOPIC: Big Ideas in Government** [Ongoing]

**Description**

Students will analyze the big ideas that create the basis for government in the United States: Due Process of Law, Rule of Law, Checks and Balances, Separation of Powers, Natural Rights, Social Contract Theory, Popular Sovereignty, Representation, Federalism, Self-Government, Limited Government, and Minority Rights vs. Majority Rule.

**Academic Vocabulary (What terms will students need to know?)**

Due Process of Law, Rule of Law, Checks and Balances, Separation of Powers, Natural Rights, Social Contract Theory, Popular Sovereignty, Representation, Federalism, Self-Government, Limited Government, Minority Rights, Majority Rule

**Learning Targets**

Students will be able to evaluate how changing powers and roles have led to changes in the size of the branches of government.

KCU.GOV.9-  
12.T3S1.C

Students will be able to use the roles of the three branches of government to describe how they function.

KCU.GOV.9-  
12.T3S2.C

Students will be able to use historical examples to explain how ideals have changed regarding an "active judiciary," an "active legislature," and an "active executive branch" throughout United States history.

KCU.GOV.9-  
12.T4S1.B

Students will be able to cite specific examples of checks and balances in order to describe how checks and balances limits the scope of government.

KCU.GOV.9-  
12.T3S2.D

**UNIT: The Judicial Branch, Civil Rights, & Civil Liberties** -- 6 Week(s)

**Unit Description**

Throughout the course of this unit, students will be studying the Judicial Branch as well as civil liberties and civil rights. Through the course of study, we will examine both the structure and function of the Judicial Branch as well as the process by which judges interpret the Constitution. Students will finish the unit with a study of the amendments to the Constitution and an analysis of civil rights and civil liberties in America's past as well as its present.

**Enduring Understandings/Essential Learner Outcomes**

**Unit Objectives:**

1. Students will evaluate the importance of the Supreme Court in its role as interpreter of the Constitution.
2. Students will evaluate the impact of the amendments to the Constitution.
3. Students will analyze the judicial process and the structure of the federal court system.
4. Students will assess the evolving scope of power of the judicial branch in American democracy.

**Essential Questions:**

1. How does the Supreme Court interpret the Constitution?
2. What role do the amendments to the Constitution play in our society?
3. What is the structure of the federal court system?
4. How has the judicial scope of power grown throughout history?



**TOPIC: Big Ideas in Government** [Ongoing]

**Description**

Students will analyze the big ideas that create the basis for government in the United States: Due Process of Law, Rule of Law, Checks and Balances, Separation of Powers, Natural Rights, Social Contract Theory, Popular Sovereignty, Representation, Federalism, Self-Government, Limited Government, and Minority Rights vs. Majority Rule.

**Academic Vocabulary (What terms will students need to know?)**

Due Process of Law, Rule of Law, Checks and Balances, Separation of Powers, Natural Rights, Social Contract Theory, Popular Sovereignty, Representation, Federalism, Self-Government, Limited Government, Minority Rights, Majority Rule

**Learning Targets**

I can cite historical evidence of due process of law, popular sovereignty, rule of law, federalism, and representation to explain the legacy of the Constitution.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can cite historical evidence of natural law, social contract, due process of law, and popular sovereignty to explain the legacy of the Declaration of Independence.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of due process of law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of federalism.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of natural law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of popular sovereignty.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can describe and provide textual evidence of the concept of representative government.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of rule of law.

Essential Skills/Concept (What would students need to know and be able to do?)

Define due process of law, popular sovereignty, rule of law, representation, and federalism.

Close read the Constitution and annotate for due process of law, popular sovereignty, rule of law, representation, and federalism.

Using due process of law, popular sovereignty, rule of law, representation, and federalism, explain the historical context of the Constitution.

Cite evidence of examples of due process of law, popular sovereignty, rule of law, representation, and federalism in history and contemporary politics.

Infer the legacy of the Constitution using historical evidence.

KCU.GOV.9-  
12.T3S2.A

I can describe and provide textual evidence of the concept of social contract.

Essential Skills/Concept (What would students need to know and be able to do?)

Define natural law, social contract, due process of law, and popular sovereignty.

Close read the Declaration of Independence and annotate for natural law, social contract, due process of law, and popular sovereignty.

Using natural law, social contract, due process of law, and popular sovereignty, explain the historical context of the Declaration of Independence.

Cite evidence of examples of natural law, social contract, due process of law, and popular sovereignty in history and contemporary politics.

Infer the legacy of the Declaration of Independence using historical evidence.

KCU.GOV.9-  
12.T2S2.B

I can use examples and historical evidence to explain how checks and balances limits the central government.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the concerns over a strong central government.

Define checks and balances and separation of powers.

Describe how checks and balances and separation of powers limits the central government.

Close read and annotate the Bill of Rights.

Explain how the Bill of Rights limits the central government.

Explain how checks and balances, separation of powers, and the Bill of Rights aided in the ratification of the Constitution.

KCU.GOV.9-  
12.T3S1.B

I can use examples and historical evidence to explain how separation of powers limits the central government.

Essential Skills/Concept (What would students need to know and be able to do?)

Identify and describe the concerns over a strong central government.

Define checks and balances and separation of powers.

Describe how checks and balances and separation of powers limits the central government.

Close read and annotate the Bill of Rights.

Explain how the Bill of Rights limits the central government.

Explain how checks and balances, separation of powers, and the Bill of Rights aided in the ratification of the Constitution.

KCU.GOV.9-  
12.T3S1.B

**TOPIC: Role and Structure of the Judicial Branch** -- 4 Day(s)

**Description**

Students will study the structure of the judicial branch including a comparative analysis of state vs. federal courts. Students will also study the powers of the judicial branch and their role in the government.

**Academic Vocabulary (What terms will students need to know?)**

Federal Courts, District Courts, Court of Appeals, Appellate, Supreme Court, Chief Justice, Original Jurisdiction, Appellate Jurisdiction, Writ of Certiorari, Active Judiciary, Judicial Activism, Judicial Restraint, Strict Constructivism, Loose Interpretation, Marbury v. Madison, Checks and Balances, Judicial Review

**Learning Targets**

Students will be able to accurately identify a trend or pattern about government and explain it using a graphic representation.

DT.GOV.9-  
12.T1S3.A

Students will be able to cite specific examples of checks and balances in order to describe how checks and balances limits the scope of government.

KCU.GOV.9-  
12.T3S2.D

Students will be able to cite specific historical evidence to explain how power relationships between branches of the United States government over time.

KCU.GOV.9-  
12.T4S1.A

Students will be able to describe, using historical examples, the changing roles and powers of the three branches of government.

KCU.GOV.9-  
12.T3S1.C

Students will be able to evaluate how changing powers and roles have led to changes in the size of the branches of government.

KCU.GOV.9-  
12.T3S1.C

Students will be able to use the roles of the three branches of government to describe how they function.

KCU.GOV.9-  
12.T3S2.C

Students will be able tuse historical examples to explain how ideals have changed regarding an "active judiciary," an "active legislature," and an "active executive branch" throughout United States history.

KCU.GOV.9-  
12.T4S1.B

Using checks and balances, students will be able to cite specific examples to describe how the three branches of government interact.

KCU.GOV.9-  
12.T3S2.C

**TOPIC: Nomination Process** -- 2 Day(s)

**Description**

Students will study the nomination process as stated by the Constitution and participate in a nomination simulation.

**Academic Vocabulary (What terms will students need to know?)**

Nomination Process, Senatorial Courtesy, Supreme Court, Checks and Balances

**Learning Targets**

Students will be able to accurately identify a trend or pattern about government and explain it using a graphic representation.

DT.GOV.9-  
12.T1S3.A

Students will be able to cite specific examples of checks and balances in order to describe how checks and balances limits the scope of government.

KCU.GOV.9-  
12.T3S2.D

Using checks and balances, students will be able to cite specific examples to describe how the three branches of government interact.

KCU.GOV.9-  
12.T3S2.C

Students will be able to accurately describe the process of selecting leaders at each level of government.

KCU.GOV.9-  
12.T4S2.C



**TOPIC: Judicial Philosophies and Decision Making** -- 5 Day(s)

**Description**

Students will study the decision making process judges use to evaluate issues and determine the constitutionality of a particular case. Students will study the concepts of judicial activism and restraint and will simulate using the judicial decision making process. Finally, students will study the evolution of the judicial branch.

**Academic Vocabulary (What terms will students need to know?)**

Judicial Activism, Judicial Restraint, Original Constructivism, Loose Interpretation

**Learning Targets**

Students will be able to cite specific examples of checks and balances in order to describe how checks and balances limits the scope of government.

KCU.GOV.9-  
12.T3S2.D

Students will be able to cite specific historical evidence to explain how power relationships between branches of the United States government over time.

KCU.GOV.9-  
12.T4S1.A

Students will be able to describe, using historical examples, the changing roles and powers of the three branches of government.

KCU.GOV.9-  
12.T3S1.C

Students will be able to evaluate how changing powers and roles have led to changes in the size of the branches of government.

KCU.GOV.9-  
12.T3S1.C

Students will be able to use historical examples to explain how ideals have changed regarding an "active judiciary," an "active legislature," and an "active executive branch" throughout United States history.

KCU.GOV.9-  
12.T4S1.B

Students will be able to use the roles of the three branches of government to describe how they function.

KCU.GOV.9-  
12.T3S2.C

**TOPIC: Civil Rights and Civil Liberties** -- 8 Day(s)

**Description**

Students will study the 27 amendments to the Constitution including an in depth analysis of the five freedoms, rights of the accused, and the 14th amendment. Students will also evaluate civil rights and the interpretation of these amendments by the judiciary throughout history.

**Academic Vocabulary (What terms will students need to know?)**

Bill of Rights, Amendments, Civil Rights, Civil Liberties, Limited Government, Natural Rights, Freedoms, Lemon Test, Establishment Clause

**Learning Targets**

Students will be able to use textual evidence to explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality.

KCU.GOV.9-  
12.T3S2.E

**TOPIC: Foreign and National Security Policy** -- 3 Day(s)

**Description**

Students will study the foreign and national security policy issues facing the United States. Students will also study the

**Learning Targets**

Students will be able to use textual evidence to explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality.

KCU.GOV.9-  
12.T3S2.E

Students will be able to use the roles of the three branches of government to describe how they function.

KCU.GOV.9-  
12.T3S2.C

**UNIT: Policy and Policymaking** -- 3 Week(s)

**Unit Description**

Throughout the course of the unit, students will be studying public policy and policymaking. Students will begin their study with an analysis of foreign policy and major issues facing the government such as participation in supranational organizations, defense spending, terrorism, and national security. Students will continue by studying environmental policy and major issues that our government must face such as changing energy sources, pollution, global warming, and limited natural resources. Lastly, we will study economic and social policy including issues such as unemployment and welfare, wealth distribution, and healthcare. Through this unit, students will evaluate various issues that policymakers are facing and will actively work to propose policies and solutions to these issues.

**Enduring Understandings/Essential Learner Outcomes**

**Unit Objectives:**

1. Assess the role of America in the world through its foreign policy decisions.
2. Assess the changing environmental conditions in the United States and the government's reaction.
3. Assess the impact of social welfare policies on democracy and the scope of government in America.

**Essential Questions:**

1. What is the United States role in the world?
2. To what extent should the government involve itself in the lives of its citizens?
3. How does policymaking influence the scope of power of the government?
4. What policy areas should the government be responsible?

**TOPIC: Foreign and National Security Policy** -- 3 Day(s)

**Description**

Students will study the foreign and national security policy issues facing the United States. Students will also study the historical foreign and national security policy decisions the United States has faced in the past.

**Learning Targets**

Students will be able to pose a central question.

DT.GOV.9-  
12.T1S1.C

Students will be able to explain how the question builds on the ideas of experts.

DT.GOV.9-  
12.T1S1.C

Students will be able to develop and use specific supporting questions grounded in the ideas of experts to further their research.

DT.GOV.9-  
12.T1S1.C

Students will be able to consult multiple significant sources of various types.

DT.GOV.9-  
12.T1S1.C

Students will be able to determine and explain the credibility of various sources.

DT.GOV.9-  
12.T1S1.C

Students will be able to critique the strengths and weaknesses of arguments.

DT.GOV.9-  
12.T1S1.C

Students will be able to apply a discipline lens to explain or argue.

DT.GOV.9-  
12.T1S1.C

Students will be able to plan and deliver a presentation based on task, audience, and purpose.

DT.GOV.9-  
12.T1S1.C

Students will be able to make strategic use of multimedia presentations.

DT.GOV.9-  
12.T1S1.C

Students will be able to utilize a disciplinary lens to explain or argue.

DT.GOV.9-  
12.T1S1.D

Students will be able to develop questions related to the field of government.

DT.GOV.9-  
12.T1S1.D

Students will be able to determine and explain the credibility of resources.

DT.GOV.9-  
12.T1S1.D

Students will be able to assess and critique multiple points of views.

DT.GOV.9-  
12.T1S1.D

Students will be able to use research to support an argument.

DT.GOV.9-  
12.T1S1.D

Students will be able to provide examples of contemporary and historic specific issues related to the study of government.

DT.GOV.9-  
12.T1S1.E

Using examples, students will be able to analyze the causes of specific issues related to government.

DT.GOV.9-  
12.T1S1.E

Using examples, students will be able to explain the consequences of historical and contemporary issues related to the study of government.

DT.GOV.9-  
12.T1S1.E

Students will be able to explain the challenges and opportunities related to various issues facing government in the United States.

DT.GOV.9-  
12.T1S1.E

Students will be able to provide examples of laws and policies.

DT.GOV.9-  
12.T1S2.A

Students will be able to explain using specific examples the intended and unintended consequences of various laws and policies.

DT.GOV.9-  
12.T1S2.A

Students will be able to identify cause and effect of various laws and policies.

DT.GOV.9-  
12.T1S2.A

Students will be able to predict the outcome of various political decisions, including consequences and benefits, using historical evidence to justify their arguments.

DT.GOV.9-  
12.T1S2.A

**TOPIC: Environmental Policy** -- 3 Day(s)

**Description**

Students will study the environmental policy issues facing the United States. Students will also study historical environmental policy issues the United States has faced.

**Learning Targets**

Students will be able to apply a discipline lens to explain or argue.

DT.GOV.9-  
12.T1S1.C

Students will be able to assess and critique multiple points of views.

DT.GOV.9-  
12.T1S1.D

Students will be able to critique the strengths and weaknesses of arguments.

DT.GOV.9-  
12.T1S1.C

Students will be able to describe the rights and responsibilities of a citizen and provide examples.

KCU.GOV.9-  
12.T4S2.B

Students will be able to determine and explain the credibility of resources.

DT.GOV.9-  
12.T1S1.D

Students will be able to determine and explain the credibility of various sources.

DT.GOV.9-  
12.T1S1.C

Students will be able to develop and use specific supporting questions grounded in the ideas of experts to further their research.

DT.GOV.9-  
12.T1S1.C

Students will be able to explain how citizens interact with local, state, and federal governments and provide examples.

KCU.GOV.9-  
12.T4S2.B

Students will be able to explain how the question builds on the ideas of experts.

DT.GOV.9-  
12.T1S1.C

Students will be able to explain the challenges and opportunities related to various issues facing government in the United States.

DT.GOV.9-  
12.T1S1.E

Students will be able to explain using examples how citizens can influence and shape government decision-making.

KCU.GOV.9-  
12.T4S2.B

Students will be able to explain using specific examples the intended and unintended consequences of various laws and policies.

DT.GOV.9-  
12.T1S2.A

Students will be able to identify cause and effect of various laws and policies.

DT.GOV.9-  
12.T1S2.A

Students will be able to make strategic use of multimedia presentations.

DT.GOV.9-  
12.T1S1.C

Students will be able to plan and deliver a presentation based on task, audience, and purpose.

DT.GOV.9-  
12.T1S1.C

Students will be able to pose a central question.

DT.GOV.9-  
12.T1S1.C

Students will be able to predict the outcome of various political decisions, including consequences and benefits, using historical evidence to justify their arguments.

DT.GOV.9-  
12.T1S2.A

Students will be able to provide examples of contemporary and historic specific issues related to the study of government.

DT.GOV.9-  
12.T1S1.E

Students will be able to provide examples of laws and policies.

DT.GOV.9-  
12.T1S2.A

Students will be able to use research to support an argument.

DT.GOV.9-  
12.T1S1.D

Students will be able to use specific historical and contemporary examples to describe the process citizens and institutions can use to address and solve problems.

DT.GOV.9-  
12.T1S2.B

Students will be able to utilize a disciplinary lens to explain or argue.

DT.GOV.9-  
12.T1S1.D

Students will be able to consult multiple significant sources of various types.

DT.GOV.9-  
12.T1S1.C

Using examples, students will be able to analyze the causes of specific issues related to government.

DT.GOV.9-  
12.T1S1.E

Using examples, students will be able to explain the consequences of historical and contemporary issues related to the study of government.

DT.GOV.9-  
12.T1S1.E

**TOPIC: Economic Policy** -- 2 Day(s)

**Description**

Students will study the economic policy issues facing the United States. Students will also study the historical economic policy issues the United States has faced in the past.

**Learning Targets**

Students will be able to define opportunity cost.

DT.GOV.9-  
12.T1S4.A

Students will be able to create a cost/benefit analysis for decisions that are made by both individuals and institutions.

DT.GOV.9-  
12.T1S4.A

Students will be able to identify public goods.

KCU.GOV.9-  
12.T4S4.A

Students will be able to analyze data to make conclusions about the major sources of revenue and spending by the federal government.

KCU.GOV.9-  
12.T4S4.A

Student will be able to explain the value of paying taxes to benefit individuals and businesses.

KCU.GOV.9-  
12.T4S4.A

Students will be able to accurately identify powers and responsibilities of citizens.

DT.GOV.9-  
12.T1S2.B

Students will be able to apply a discipline lens to explain or argue.

DT.GOV.9-  
12.T1S1.C

Students will be able to assess and critique multiple points of views.

DT.GOV.9-  
12.T1S1.D

Students will be able to critique the strengths and weaknesses of arguments.

DT.GOV.9-  
12.T1S1.C

Students will be able to describe the rights and responsibilities of a citizen and provide examples.

KCU.GOV.9-  
12.T4S2.B

Students will be able to determine and explain the credibility of resources.

DT.GOV.9-  
12.T1S1.D

Students will be able to determine and explain the credibility of various sources.

DT.GOV.9-  
12.T1S1.C

Students will be able to develop and use specific supporting questions grounded in the ideas of experts to further their research.

DT.GOV.9-  
12.T1S1.C

Students will be able to develop questions related to the field of government.

DT.GOV.9-  
12.T1S1.D

Students will be able to explain how citizens interact with local, state, and federal governments and provide examples.

KCU.GOV.9-  
12.T4S2.B

Students will be able to explain how the question builds on the ideas of experts.

DT.GOV.9-  
12.T1S1.C

Students will be able to explain the challenges and opportunities related to various issues facing government in the United States.

DT.GOV.9-  
12.T1S1.E

Students will be able to explain using examples how citizens can influence and shape government decision-making.

KCU.GOV.9-  
12.T4S2.B

Students will be able to explain using specific examples the intended and unintended consequences of various laws and policies.

DT.GOV.9-  
12.T1S2.A

Students will be able to identify cause and effect of various laws and policies.

DT.GOV.9-  
12.T1S2.A

Students will be able to make strategic use of multimedia presentations.

DT.GOV.9-  
12.T1S1.C

Students will be able to plan and deliver a presentation based on task, audience, and purpose.

DT.GOV.9-  
12.T1S1.C

Students will be able to pose a central question.

DT.GOV.9-  
12.T1S1.C

Students will be able to predict the outcome of various political decisions, including consequences and benefits, using historical evidence to justify their arguments.

DT.GOV.9-  
12.T1S2.A

Students will be able to provide examples of contemporary and historic specific issues related to the study of government.

DT.GOV.9-  
12.T1S1.E

Students will be able to provide examples of laws and policies.

DT.GOV.9-  
12.T1S2.A

Students will be able to use research to support an argument.

DT.GOV.9-  
12.T1S1.D

Students will be able to use specific historical and contemporary examples to describe the process citizens and institutions can use to address and solve problems.

DT.GOV.9-  
12.T1S2.B

Students will be able to utilize a disciplinary lens to explain or argue.

DT.GOV.9-  
12.T1S1.D

Students will be able to consult multiple significant sources of various types.



**AP American Government (2016)**

Wright City R-II  
Social Studies  
Grade 12, Duration 1 Year, 1 Credit  
Required Course

DT.GOV.9-  
12.T1S1.C

Using examples, students will be able to analyze the causes of specific issues related to government.

DT.GOV.9-  
12.T1S1.E

Students will be able to explain using examples how citizens can influence and shape government decision-making.

DT.GOV.9-  
12.T1S1.E

**TOPIC: Social Policy** -- 2 Day(s)

**Description**

Students will study the social issues facing the United States and potential policy initiatives proposed to remedy these issues. Students will also study the historical social policies the United States has faced in the past.

**Learning Targets**

Students will be able to accurately identify powers and responsibilities of citizens.

DT.GOV.9-  
12.T1S2.B

Students will be able to apply a discipline lens to explain or argue.

DT.GOV.9-  
12.T1S1.C

Students will be able to assess and critique multiple points of views.

DT.GOV.9-  
12.T1S1.D

Students will be able to critique the strengths and weaknesses of arguments.

DT.GOV.9-  
12.T1S1.C

Students will be able to describe the rights and responsibilities of a citizen and provide examples.

KCU.GOV.9-  
12.T4S2.B

Students will be able to determine and explain the credibility of resources.

DT.GOV.9-  
12.T1S1.D

Students will be able to determine and explain the credibility of various sources.

DT.GOV.9-  
12.T1S1.C

Students will be able to develop and use specific supporting questions grounded in the ideas of experts to further their research.

DT.GOV.9-  
12.T1S1.C

Students will be able to develop questions related to the field of government.

DT.GOV.9-  
12.T1S1.D

Students will be able to explain how citizens interact with local, state, and federal governments and provide examples.

KCU.GOV.9-  
12.T4S2.B

Students will be able to explain how the question builds on the ideas of experts.

DT.GOV.9-  
12.T1S1.C

Students will be able to explain the challenges and opportunities related to various issues facing government in the United States.

DT.GOV.9-  
12.T1S1.E

Students will be able to explain using examples how citizens can influence and shape government decision-making.

KCU.GOV.9-  
12.T4S2.B

Students will be able to explain using specific examples the intended and unintended consequences of various laws and policies.

DT.GOV.9-  
12.T1S2.A

Students will be able to identify cause and effect of various laws and policies.

DT.GOV.9-  
12.T1S2.A

Students will be able to make strategic use of multimedia presentations.

DT.GOV.9-  
12.T1S1.C

Students will be able to plan and deliver a presentation based on task, audience, and purpose.

DT.GOV.9-  
12.T1S1.C

Students will be able to pose a central question.

DT.GOV.9-  
12.T1S1.C

Students will be able to predict the outcome of various political decisions, including consequences and benefits, using historical evidence to justify their arguments.

DT.GOV.9-  
12.T1S2.A

Students will be able to provide examples of contemporary and historic specific issues related to the study of government.

DT.GOV.9-  
12.T1S1.E

Students will be able to provide examples of laws and policies.

DT.GOV.9-  
12.T1S2.A

Students will be able to use research to support an argument.

DT.GOV.9-  
12.T1S1.D

Students will be able to use specific historical and contemporary examples to describe the process citizens and institutions can use to address and solve problems.

DT.GOV.9-  
12.T1S2.B

Students will be able to utilize a disciplinary lens to explain or argue.

DT.GOV.9-  
12.T1S1.D

Students will be able to consult multiple significant sources of various types.

DT.GOV.9-  
12.T1S1.C

Using examples, students will be able to analyze the causes of specific issues related to government.

DT.GOV.9-  
12.T1S1.E

Using examples, students will be able to explain the consequences of historical and contemporary issues related to the study of government.

DT.GOV.9-  
12.T1S1.E

**TOPIC: Public Policy** -- 5 Day(s)

**Description**

Students will investigate types of public policy and choose an area of concern in which they have an interest in researching and redesigning. Students will develop a research question using a government lens, develop a research plan to locate credible resources, and propose a public policy. Students will present their findings to the class in a multimedia presentation and will defend their public policy in an additional oral argument.

**Academic Vocabulary (What terms will students need to know?)**

Public Policy, Laws, Acts, Cases, Initiatives, Economic, Social, National Security

**Learning Targets**

Students will be able to apply a discipline lens to explain or argue.

DT.GOV.9-  
12.T1S1.C

Students will be able to assess and critique multiple points of views.

DT.GOV.9-  
12.T1S1.D

Students will be able to critique the strengths and weaknesses of arguments.

DT.GOV.9-  
12.T1S1.C

Students will be able to determine and explain the credibility of resources.

DT.GOV.9-  
12.T1S1.D

Students will be able to determine and explain the credibility of various sources.

DT.GOV.9-  
12.T1S1.C

Students will be able to develop and use specific supporting questions grounded in the ideas of experts to further their research.

DT.GOV.9-  
12.T1S1.C

Students will be able to develop questions related to the field of government.

DT.GOV.9-  
12.T1S1.D

Students will be able to explain how citizens interact with local, state, and federal governments and provide examples.

KCU.GOV.9-  
12.T4S2.B

Students will be able to explain how the question builds on the ideas of experts.

DT.GOV.9-  
12.T1S1.C

Students will be able to explain the challenges and opportunities related to various issues facing government in the United States.

DT.GOV.9-  
12.T1S1.E

Students will be able to explain using examples how citizens can influence and shape government decision-making.

KCU.GOV.9-  
12.T4S2.B

Students will be able to explain using specific examples the intended and unintended consequences of various laws and policies.

DT.GOV.9-  
12.T1S2.A

Students will be able to identify cause and effect of various laws and policies.

DT.GOV.9-  
12.T1S2.A

Students will be able to make strategic use of multimedia presentations.

DT.GOV.9-  
12.T1S1.C

Students will be able to plan and deliver a presentation based on task, audience, and purpose.

DT.GOV.9-  
12.T1S1.C

Students will be able to pose a central question.

DT.GOV.9-  
12.T1S1.C

Students will be able to predict the outcome of various political decisions, including consequences and benefits, using historical evidence to justify their arguments.

DT.GOV.9-  
12.T1S2.A

Students will be able to provide examples of contemporary and historic specific issues related to the study of government.

DT.GOV.9-  
12.T1S1.E

Students will be able to provide examples of laws and policies.

DT.GOV.9-  
12.T1S2.A

Students will be able to use research to support an argument.

DT.GOV.9-  
12.T1S1.D

Students will be able to use specific historical and contemporary examples to describe the process citizens and institutions can use to address and solve problems.

DT.GOV.9-  
12.T1S2.B

Students will be able to utilize a disciplinary lens to explain or argue.

DT.GOV.9-  
12.T1S1.D

Students will be able to consult multiple significant sources of various types.

DT.GOV.9-  
12.T1S1.C

Using examples, students will be able to analyze the causes of specific issues related to government.

DT.GOV.9-  
12.T1S1.E

Using examples, students will be able to explain the consequences of historical and contemporary issues related to the study of government.

DT.GOV.9-  
12.T1S1.E