

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: TWELFTH

SUBJECT: GOVERNMENT

DATE: 2016-2017

GRADING PERIOD: QUARTER 1

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<p><b>THE NATURE OF POLITICS AND GOVERNMENT</b></p>				
<ul style="list-style-type: none"> <li>• Civic Life</li> <li>• Political Life</li> <li>• Private Life</li> </ul>	<p><b>USG.1.1:</b> Define civic life, political life, and private life and describe the activities of individuals in each of these spheres.</p>	<ul style="list-style-type: none"> <li>• Define civic life, political life, and private life.</li> <li>• Describe the activities of individuals in each of these spheres.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Readings</li> <li>• Vocabulary Quiz</li> <li>• Unit Test</li> <li>• Graphic Organizers</li> <li>• Class Discussions</li> <li>• Presentations</li> <li>• Essay</li> <li>• Short Answer</li> <li>• Role Play</li> <li>• Compare and Contrast Short Answer</li> <li>• Written Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Civic life</li> <li>• Political life</li> <li>• Private life</li> </ul>
<ul style="list-style-type: none"> <li>• Politics</li> <li>• Government</li> <li>• Public Policy</li> </ul>	<p><b>USG.1.2:</b> Define the terms and explain the relationship between politics, government, and public policy.</p>	<ul style="list-style-type: none"> <li>• Define the following:                             <ul style="list-style-type: none"> <li>– Politics</li> <li>– Government</li> <li>– Public policy.</li> </ul> </li> <li>• Express the relationship between:                             <ul style="list-style-type: none"> <li>– Politics</li> <li>– Government</li> <li>– Public policy.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Politics</li> <li>• Government</li> <li>• Public Policy</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>THE NATURE OF POLITICS AND GOVERNMENT</b>				
<ul style="list-style-type: none"> <li>• Purposes of Government</li> <li>• Functions of Government</li> <li>• Preamble of the United States Constitution</li> </ul>	<p><b>USG.1.3:</b> Interpret the purposes and functions of government found in the Preamble of the United States Constitution.</p>	<ul style="list-style-type: none"> <li>• Explain the purposes of government in the Preamble of the United States Constitution.</li> <li>• Explain the functions of government found in the Preamble of the United States Constitution.</li> </ul>		<ul style="list-style-type: none"> <li>• Preamble</li> </ul>
<ul style="list-style-type: none"> <li>• Direct Democracy</li> <li>• Monarchy</li> <li>• Oligarchy</li> <li>• Totalitarianism</li> </ul>	<p><b>USG.1.4:</b> Compare and contrast types of government including direct democracy, monarchy, oligarchy, and totalitarianism.</p>	<ul style="list-style-type: none"> <li>• Describe the differences and similarities between types of governments: <ul style="list-style-type: none"> <li>– Direct Democracy</li> <li>– Monarchy</li> <li>– Oligarchy</li> <li>– Totalitarianism</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Direct democracy</li> <li>• Monarchy</li> <li>• Oligarchy</li> <li>• Totalitarianism</li> </ul>
<ul style="list-style-type: none"> <li>• Limited Government</li> <li>• Unlimited Governments</li> </ul>	<p><b>USG.1.5:</b> Compare and contrast characteristics of limited and unlimited governments and provide historical and contemporary examples of each type of government.</p>	<ul style="list-style-type: none"> <li>• Distinguish the similarities and differences between limited and unlimited government</li> <li>• Identify historical and contemporary examples of each.</li> </ul>		<ul style="list-style-type: none"> <li>• Limited Government</li> <li>• Unlimited Government</li> </ul>
<ul style="list-style-type: none"> <li>• Unitary Government</li> <li>• Confederate Government</li> <li>• Federal Government</li> </ul>	<p><b>USG.1.6:</b> Compare and contrast unitary, confederate, and federal systems of government.</p>	<ul style="list-style-type: none"> <li>• Describe the differences and similarities between: <ul style="list-style-type: none"> <li>– Unitary</li> <li>– Confederate</li> <li>– Federal</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Unitary Government</li> <li>• Confederate Government</li> <li>• Federal Government</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>THE NATURE OF POLITICS AND GOVERNMENT</b>				
<ul style="list-style-type: none"> <li>• Constitutionalism</li> <li>• Rule of Law</li> <li>• Limited Government</li> <li>• Popular Sovereignty</li> <li>• United States Constitution</li> </ul>	<p><b>USG.1.7:</b> Define and provide examples of constitutionalism, rule of law, limited government, and popular sovereignty in the United States Constitution and explain the relationship of these constitutional principles to the protection of the rights of individuals.</p>	<ul style="list-style-type: none"> <li>• Define and provide examples of: <ul style="list-style-type: none"> <li>– Constitutionalism</li> <li>– Rule of Law</li> <li>– Limited Government</li> <li>– Popular Sovereignty</li> </ul> </li> <li>• Explain the relationship between constitutional principles to the protection of rights of individuals.</li> </ul>		<ul style="list-style-type: none"> <li>• Constitutionalism</li> <li>• Rule of law</li> <li>• Popular Sovereignty</li> </ul>
<ul style="list-style-type: none"> <li>• Written Constitution</li> <li>• Rule of Law</li> <li>• Limited Government</li> </ul>	<p><b>USG.1.8:</b> Evaluate the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.</p>	<ul style="list-style-type: none"> <li>• Explain the importance of a written constitution in establishing the principles of rule of law and limited government.</li> </ul>		<ul style="list-style-type: none"> <li>• Written Constitution</li> </ul>
<ul style="list-style-type: none"> <li>• Majority Rule</li> <li>• Minority Rights</li> <li>• Common Good</li> <li>• Individual Liberties</li> </ul>	<p><b>USG.1.9:</b> Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties.</p>	<ul style="list-style-type: none"> <li>• Define: <ul style="list-style-type: none"> <li>– Majority Rule</li> <li>– Minority Rights</li> </ul> </li> <li>• Identify how the United States Constitution establishes majority rule while protecting minority rights.</li> </ul>		<ul style="list-style-type: none"> <li>• Majority Rule</li> <li>• Minority Rights</li> <li>• Individual Liberty</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>THE NATURE OF POLITICS AND GOVERNMENT</b>				
	<b>USG.1.9: (cont.)</b>	<ul style="list-style-type: none"> <li>Describe how the United States Constitution balances the common good with individual liberties.</li> </ul>		
<b>FOUNDATIONS OF GOVERNMENT</b>				
<ul style="list-style-type: none"> <li>Colonial Era</li> <li>Revolutionary Era</li> <li>Founding Era</li> <li>Writing of the Constitution and the Bill of Rights</li> <li>Ratification of the Constitution and the Bill of Rights</li> <li>Implementation the Constitution and the Bill of Rights</li> </ul>	<b>USG.2.1:</b> Summarize the colonial, revolutionary, and Founding-Era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).	<ul style="list-style-type: none"> <li>Summarize the colonial, revolutionary, and Founding-Era experiences and events that led to the <b>writing, ratification, and implementation</b> of: <ul style="list-style-type: none"> <li>United States Constitution</li> <li>Bill of Rights.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Guided Readings</li> <li>Vocab Quiz</li> <li>Unit Test</li> <li>Graphic Organizers</li> <li>Class Discussions</li> <li>Presentations</li> <li>Essay</li> <li>Short Answer</li> <li>Role Play</li> <li>Compare and Contrast Short Answer</li> <li>Written Summary</li> </ul>	<ul style="list-style-type: none"> <li>Colonial</li> <li>Revolutionary</li> <li>Ratification</li> <li>Implementation</li> <li>Bill of Rights</li> </ul>

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<b>FOUNDATIONS OF GOVERNMENT</b>				
<ul style="list-style-type: none"> <li>• Constitutional Convention</li> </ul>	<p><b>USG.2.2:</b> Understand the concept of compromise and evaluate its application during the Constitutional Convention.</p>	<ul style="list-style-type: none"> <li>• Describe the concept of compromise.</li> <li>• Critique and compare the application of compromise during the Constitutional Convention.</li> </ul>		<ul style="list-style-type: none"> <li>• Compromise</li> <li>• Constitutional Convention</li> </ul>
<ul style="list-style-type: none"> <li>• Government</li> <li>• Individual Right</li> <li>• Common Good</li> <li>• United States</li> </ul>	<p><b>USG.2.3:</b> Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.</p>	<ul style="list-style-type: none"> <li>• Compare the central ideas of: <ul style="list-style-type: none"> <li>– Government</li> <li>– Individual rights</li> <li>– Common good</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Individual Rights</li> <li>• Common Good</li> </ul>
<ul style="list-style-type: none"> <li>• Natural Rights Philosophy</li> <li>• Social Contract</li> <li>• Representative Democracy</li> <li>• Political Factions</li> <li>• Federalism</li> <li>• Individual Rights</li> </ul>	<p><b>USG.2.4:</b> Explain the history and provide examples of foundational ideas of American government embedded in the Founding-Era documents such as: natural rights philosophy, social contract, popular sovereignty, constitutionalism, representative democracy, political factions, federalism, and individual rights.</p>	<ul style="list-style-type: none"> <li>• Explain the history and provide examples of foundational ideas of American government embedded in the Founding-Era documents such as: <ul style="list-style-type: none"> <li>– Natural Rights Philosophy</li> <li>– Social Contract</li> <li>– Popular Sovereignty</li> <li>– Constitutionalism</li> <li>– Representative democracy</li> <li>– Political Factions</li> <li>– Federalism</li> <li>– Individual Rights</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Natural Rights Philosophy</li> <li>• Social Contract</li> <li>• Representative Democracy</li> <li>• Political Factions</li> <li>• Federalism</li> <li>• Individual Rights</li> </ul>

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<b>FOUNDATIONS OF GOVERNMENT</b>				
<ul style="list-style-type: none"> <li>• Social Contract</li> <li>• Natural Rights</li> </ul>	<p><b>USG.2.5:</b> Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.</p>	<ul style="list-style-type: none"> <li>• Identify elements of the social contract and natural rights theories in the United States founding-era documents.</li> <li>• Explain elements of the social contract and natural rights theories in the United States founding-era documents.</li> </ul>		<ul style="list-style-type: none"> <li>• Natural Rights</li> </ul>
<ul style="list-style-type: none"> <li>• American Civic Identity</li> <li>• United States History</li> </ul>	<p><b>USG.2.6:</b> Explain how a shared American civic identity is based on commitment to foundational ideas in Founding-Era documents and in core documents of subsequent periods of United States history.</p>	<ul style="list-style-type: none"> <li>• Explain a shared American civic identity.</li> <li>• Explain how a shared American civic identity is based on commitment to foundational ideas in Founding-Era documents and in core documents of subsequent periods of United States history.</li> </ul>		<ul style="list-style-type: none"> <li>• Civic Identity</li> </ul>
<ul style="list-style-type: none"> <li>• Federalist</li> <li>• Anti-Federalist</li> <li>• State Government</li> <li>• National Government</li> <li>• United States Constitution</li> </ul>	<p><b>USG.2.7:</b> Using primary documents compare and contrast the ideas of the Federalists and the Anti-Federalists regarding the respective roles of state and national government on ratification of the United States Constitution (1787–1788).</p>	<ul style="list-style-type: none"> <li>• Distinguish the differences in ideas between: <ul style="list-style-type: none"> <li>– Federalists</li> <li>– Anti-Federalists</li> </ul> </li> <li>• Explain the beliefs on roles of state and national government between: <ul style="list-style-type: none"> <li>– Federalists</li> <li>– Anti-Federalists</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Federalist</li> <li>• Anti-Federalist</li> </ul>

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<b>FOUNDATIONS OF GOVERNMENT</b>				
<ul style="list-style-type: none"> <li>• Principles and Values of American Political and Civic Life               <ul style="list-style-type: none"> <li>– Liberty</li> <li>– Security</li> <li>– Common Good</li> <li>– Justice</li> <li>– Equality</li> <li>– Law and Order</li> <li>– Rights of Individuals</li> <li>– Diversity</li> <li>– Representative Democracy</li> </ul> </li> </ul>	<p><b>USG.2.8:</b> Explain the history and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, diversity, popular sovereignty, and representative democracy.</p>	<ul style="list-style-type: none"> <li>• Explain the history and provide historical and contemporary examples of fundamental principles and values of American political and civic life:               <ul style="list-style-type: none"> <li>– Liberty</li> <li>– Security</li> <li>– Common Good</li> <li>– Justice</li> <li>– Equality</li> <li>– Law and Order</li> <li>– Rights of Individuals</li> <li>– Diversity</li> <li>– Popular Sovereignty</li> <li>– Representative Democracy</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Liberty</li> <li>• Security</li> <li>• Common Good</li> <li>• Justice</li> <li>• Equality</li> <li>• Law and Order</li> <li>• Rights of Individuals</li> <li>• Diversity</li> <li>• Representative Democracy</li> </ul>

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<b>PURPOSES, PRINCIPLES AND INSTITUTIONS OF GOVERNMENT</b>				
<ul style="list-style-type: none"> <li>• United States Constitution</li> <li>• Federal Government</li> <li>• Presidential Government</li> <li>• Constitutional Democracy</li> <li>• Representative Democracy</li> </ul>	<p><b>USG.3.1:</b> Analyze the United States Constitution and the characteristics of government in the United States, which define it as a federal, presidential, constitutional and representative democracy.</p>	<ul style="list-style-type: none"> <li>• Explain the following characteristics of the United States Constitution:               <ul style="list-style-type: none"> <li>– Federal</li> <li>– Presidential</li> <li>– Constitutional Democracy</li> <li>– Representative Democracy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Guided Readings</li> <li>• Vocab Quiz</li> <li>• Unit Test</li> <li>• Graphic Organizers</li> <li>• Class Discussions</li> <li>• Presentations</li> <li>• Essay</li> <li>• Short Answer</li> <li>• Role Play</li> <li>• Compare and Contrast Short Answer</li> <li>• Written Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Constitution</li> <li>• Presidential Democracy</li> <li>• Constitutional Democracy</li> </ul>
<ul style="list-style-type: none"> <li>• Federalism</li> <li>• Separation of Powers</li> <li>• Checks and Balances</li> <li>• Republican Government</li> </ul>	<p><b>USG.3.2:</b> Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, republican government or representative democracy, and popular sovereignty; provide examples of these principles in the governments of the United States and the state of Indiana.</p>	<ul style="list-style-type: none"> <li>• Explain the constitutional principles of:               <ul style="list-style-type: none"> <li>– Federalism</li> <li>– Separation of Powers</li> <li>– Checks and Balances</li> <li>– Republican Government</li> <li>– Representative Democracy</li> <li>– Popular Sovereignty</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Federalism</li> <li>• Separation of Powers</li> <li>• Checks and Balances</li> <li>• Republican Government</li> </ul>



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<b>PURPOSES, PRINCIPLES AND INSTITUTIONS OF GOVERNMENT</b>				
<ul style="list-style-type: none"> <li>• Institutions of Government</li> </ul>	<b>USG.3.2: (cont.)</b>	<ul style="list-style-type: none"> <li>• Identify examples of the following in the governments of United States and the state of Indiana:               <ul style="list-style-type: none"> <li>– Federal</li> <li>– Presidential</li> <li>– Constitutional Democracy</li> <li>– Representative Democracy</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>• United States Constitution</li> <li>• Indiana Constitution</li> </ul>	<b>USG.3.3:</b> Identify and describe provisions of the United States Constitution and the Indiana Constitution that define and distribute powers and authority of the federal or state government.	<ul style="list-style-type: none"> <li>• Identify and describe the provisions of the United States Constitution and Indiana Constitution that illustrate the power and authority of the:               <ul style="list-style-type: none"> <li>– Federal Government</li> <li>– State Government</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Powers of Federal Government</li> <li>• Powers of State Government</li> </ul>
<ul style="list-style-type: none"> <li>• Limited Government</li> <li>• Market Economy</li> </ul>	<b>USG.3.4:</b> Explain the relationship between limited government and a market economy.	<ul style="list-style-type: none"> <li>• Distinguish the relationship between:               <ul style="list-style-type: none"> <li>– Limited Government</li> <li>– Market Economy</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Market Economy</li> </ul>

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<b>PURPOSES, PRINCIPLES AND INSTITUTIONS OF GOVERNMENT</b>				
<ul style="list-style-type: none"> <li>• Article IV, Section 4 of the United States Constitution</li> </ul>	<p><b>USG.3.5:</b> Explain the section of Article IV, Section 4, of the United States Constitution which says, “The United States shall guarantee to every State in the Union a Republican form of government.”</p>	<ul style="list-style-type: none"> <li>• Interpret the meaning of Article IV, Section 4, of the United States Constitution.</li> </ul>		<ul style="list-style-type: none"> <li>• Union</li> <li>• Republican government</li> </ul>
<ul style="list-style-type: none"> <li>• United States Constitution and Indiana Constitution <ul style="list-style-type: none"> <li>– Enumerated Powers</li> <li>– Implied Powers</li> <li>– Denied Powers</li> </ul> </li> </ul>	<p><b>USG.3.6:</b> Compare and contrast the enumerated, implied and denied powers in the United States Constitution and the Indiana Constitution.</p>	<ul style="list-style-type: none"> <li>• Compare and contrast the enumerated powers in the United States Constitution and the Indiana Constitution.</li> <li>• Compare and contrast the implied powers in the United States Constitution and the Indiana Constitution.</li> <li>• Compare and contrast the denied powers in the United States Constitution and the Indiana Constitution.</li> </ul>		<ul style="list-style-type: none"> <li>• Enumerated</li> <li>• Implied</li> <li>• Denied</li> </ul>

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<b>PURPOSES, PRINCIPLES AND INSTITUTIONS OF GOVERNMENT</b>				
<ul style="list-style-type: none"> <li>• United States Government</li> <li>• Indiana Government</li> <li>• Separation of Powers</li> <li>• Shared Powers</li> <li>• Limited Government</li> </ul>	<p><b>USG.3.7:</b> Explain the relationships among branches of the United States government and Indiana government, which involve separation and sharing of powers as a means to limited government.</p>	<ul style="list-style-type: none"> <li>• Describe the relationship between the branches of the United States government including: <ul style="list-style-type: none"> <li>– Separation of Powers</li> <li>– Concurrent Powers</li> </ul> </li> <li>• Describe the relationship between the branches of the Indiana government including: <ul style="list-style-type: none"> <li>– Separation of Powers</li> <li>– Concurrent Powers</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Legislative</li> <li>• Executive</li> <li>• Judicial</li> </ul>
<ul style="list-style-type: none"> <li>• United States Constitution <ul style="list-style-type: none"> <li>– Amending procedures</li> </ul> </li> <li>• Indiana Constitution <ul style="list-style-type: none"> <li>– Amending procedures</li> </ul> </li> </ul>	<p><b>USG.3.10:</b> Describe the procedures for amending the United States and Indiana Constitutions and analyze why it is so difficult to amend these Constitutions.</p>	<ul style="list-style-type: none"> <li>• Describe the procedures for amending the United States and Indiana Constitutions.</li> <li>• Identify and explain the reasons why it is difficult to amend the United States and Indiana Constitutions.</li> </ul>		<ul style="list-style-type: none"> <li>• Amend</li> </ul>

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<b>PURPOSES, PRINCIPLES AND INSTITUTIONS OF GOVERNMENT</b>				
<ul style="list-style-type: none"> <li>• Media</li> <li>• Technology</li> <li>• Public Opinion</li> <li>• Public Policy</li> </ul>	<p><b>USG.3.21:</b> Describe the influence of the media and technology on public opinion and public policy.</p>	<ul style="list-style-type: none"> <li>• Describe and evaluate the influence of the media and technology on:               <ul style="list-style-type: none"> <li>– Public opinion</li> <li>– Public policy</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Media</li> <li>• Technology</li> <li>• Public Opinion</li> <li>• Public Policy</li> </ul>
<b>THE RELATIONSHIP OF THE UNITED STATES TO OTHER NATIONS IN WORLD AFFAIRS</b>				
<ul style="list-style-type: none"> <li>• World Governments</li> <li>• United States Government</li> </ul>	<p><b>USG.4.1:</b> Compare and contrast governments throughout the world with the United States government in terms of source of the government's power.</p>	<ul style="list-style-type: none"> <li>• Compare and contrast the source of government's power in:               <ul style="list-style-type: none"> <li>– The United States government</li> <li>– Other world governments.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Guided Readings</li> <li>• Vocab Quiz</li> <li>• Unit Test</li> <li>• Graphic Organizers</li> <li>• Class Discussions</li> <li>• Presentations</li> <li>• Essay</li> <li>• Short Answer</li> <li>• Role Play</li> <li>• Compare and Contrast Short Answer</li> </ul>	<ul style="list-style-type: none"> <li>• Democracy</li> <li>• Dictatorship</li> <li>• Monarchy</li> </ul>

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<b>THE RELATIONSHIP OF THE UNITED STATES TO OTHER NATIONS IN WORLD AFFAIRS</b>				
<ul style="list-style-type: none"> <li>• World Governments</li> <li>• World Affairs</li> </ul>	<p><b>USG.4.2:</b> Describe how different governments interact in world affairs.</p>	<ul style="list-style-type: none"> <li>• Identify and describe how different governments interact in world affairs.</li> </ul>		<ul style="list-style-type: none"> <li>• Trade</li> <li>• Diplomacy</li> <li>• Military actions</li> <li>• Treaties and agreements</li> </ul>
<ul style="list-style-type: none"> <li>• United States Constitution Powers <ul style="list-style-type: none"> <li>– Executive Branch</li> <li>– Legislative Branch</li> <li>– Judicial Branch</li> </ul> </li> </ul>	<p><b>USG.4.5:</b> Analyze powers the United States Constitution gives to the executive, legislative and judicial branches of government in the area of foreign affairs.</p>	<ul style="list-style-type: none"> <li>• Analyze and explain the foreign powers the United States Constitution grants to: <ul style="list-style-type: none"> <li>– Executive branch</li> <li>– Legislative branch</li> <li>– Judicial branch</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Foreign Affairs</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>ROLES OF CITIZENS IN THE UNITED STATES</b>				
<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Residency in Indiana</li> </ul>	<p><b>USG.5.1:</b> Define the legal meaning of citizenship in the United States; identify the requirements for citizenship in the United States and residency in Indiana and understand the criteria used for attaining both.</p>	<ul style="list-style-type: none"> <li>• Define the legal meaning of citizenship in the United States.</li> <li>• Identify the requirements for citizenship in the United States and residency in Indiana.</li> <li>• Describe the criteria for obtaining citizenship in the United States and residency in Indiana.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Readings</li> <li>• Vocab Quiz</li> <li>• Unit Test</li> <li>• Graphic Organizers</li> <li>• Class Discussions</li> <li>• Presentations</li> <li>• Essay</li> <li>• Short Answer</li> <li>• Role Play</li> <li>• Compare and Contrast Short Answer</li> <li>• Written Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Residency</li> </ul>
<ul style="list-style-type: none"> <li>• Roles of Citizens in Indiana and the United States</li> <li>• Responsibilities of Citizens in Indiana and the United States</li> </ul>	<p><b>USG.5.2:</b> Analyze the roles and responsibilities of citizens in Indiana and the United States.</p>	<ul style="list-style-type: none"> <li>• Compare and contrast the roles and responsibilities of citizens in Indiana and the United States.</li> </ul>		<ul style="list-style-type: none"> <li>• Voting in public elections</li> <li>• Being informed on civic issues</li> <li>• Participating in voluntary associations</li> <li>• Participating in political activities</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>ROLES OF CITIZENS IN THE UNITED STATES</b>				
<ul style="list-style-type: none"> <li>• Civil Rights</li> <li>• Constitutional Rights</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> <li>• United States Supreme Court</li> <li>• Civil Liberties</li> </ul>	<p><b>USG.5.4:</b> Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights and expanded by decisions of the United States Supreme Court; analyze and evaluate landmark cases of the United States Supreme Court concerning civil rights and liberties of individuals.</p>	<ul style="list-style-type: none"> <li>• Describe and analyze the civil and constitutional rights found in the United States Constitution and Bill of Rights and expanded by decisions of the United States Supreme Court.</li> <li>• Explain the impact of landmark cases of the United States Supreme Court concerning: <ul style="list-style-type: none"> <li>– Civil Rights</li> <li>– Civil Liberties</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• United States Supreme Court</li> <li>• Civil Rights</li> <li>• Civil Liberties</li> </ul>
<ul style="list-style-type: none"> <li>• Local Government</li> <li>• State Government</li> <li>• National Government</li> <li>• Interest Groups</li> </ul>	<p><b>USG.5.6:</b> Explain and give examples of important citizen actions that monitor and influence local, state, and national government as individuals and members of interest groups.</p>	<ul style="list-style-type: none"> <li>• Explain and give examples of individual citizen actions and as members of and interest group that monitor and influence: <ul style="list-style-type: none"> <li>– Local Government</li> <li>– State Government</li> <li>– National Government</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Voting</li> <li>• Lobbying</li> <li>• Editorial writing</li> <li>• Protests</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>ROLES OF CITIZENS IN THE UNITED STATES</b>				
<ul style="list-style-type: none"> <li>• Individual Participation in the Community</li> <li>• Political Process               <ul style="list-style-type: none"> <li>– Local</li> <li>– State</li> <li>– National</li> </ul> </li> </ul>	<p><b>USG.5.8:</b> Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state and national levels of government.</p>	<ul style="list-style-type: none"> <li>• Identify and describe opportunities available to individuals to contribute to the well-being of their communities.</li> <li>• Identify and discuss opportunities available to individuals to participate responsibly in the political process at the:               <ul style="list-style-type: none"> <li>– Local level</li> <li>– State level</li> <li>– National level</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Political Participation</li> <li>• Community</li> </ul>
<ul style="list-style-type: none"> <li>• Current American Political Issues</li> </ul>	<p><b>USG.5.9:</b> Use information from a variety of resources to describe and discuss current American political issues.</p>	<ul style="list-style-type: none"> <li>• Describe and discuss current American political issues.</li> </ul>		<ul style="list-style-type: none"> <li>• Environmental issues</li> <li>• Women’s rights</li> <li>• Affirmative action</li> <li>• Discrimination</li> </ul>
<b>LITERACY IN HISTORY AND SOCIAL STUDIES</b>				
<ul style="list-style-type: none"> <li>• Age appropriate social studies texts</li> </ul>	<p><b>11-12.LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</p>	<ul style="list-style-type: none"> <li>• Read and understand United States Government text at a 12<sup>th</sup> grade level.</li> </ul>		



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>LITERACY IN HISTORY AND SOCIAL STUDIES</b>				
<ul style="list-style-type: none"> <li>Discipline-specific tasks</li> </ul>	<p><b>11-12.LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>Compose a variety of types of writing for social studies               <ul style="list-style-type: none"> <li>– Specific tasks</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>Central Ideas</li> <li>Primary Source</li> <li>Secondary Source</li> <li>Relationships between details</li> </ul>	<p><b>11-12.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<ul style="list-style-type: none"> <li>Identify the central ideas.</li> <li>Identify information of a primary or secondary source.</li> <li>Write an accurate summary showing relationships among key ideas and details.</li> </ul>		
<ul style="list-style-type: none"> <li>Discipline-specific content</li> </ul>	<p><b>11-12.LH.5.1:</b> Write arguments focused on discipline-specific content.</p>	<ul style="list-style-type: none"> <li>Write arguments focused on specific content.</li> </ul>		
<ul style="list-style-type: none"> <li>Informative texts</li> <li>Historical events</li> </ul>	<p><b>11-12.LH.5.2:</b> Write informative texts, including analyses of historical events.</p>	<ul style="list-style-type: none"> <li>Write informative texts.</li> <li>Include analyses of historical events.</li> </ul>		

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: TWELFTH

SUBJECT: GOVERNMENT

DATE: 2016-2017

GRADING PERIOD: QUARTER 2

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<p><b>PURPOSES, PRINCIPLES AND INSTITUTIONS OF GOVERNMENT</b></p>				
<ul style="list-style-type: none"> <li>• Fiscal Policy</li> <li>• Monetary Policy</li> </ul>	<p><b>USG.3.8:</b> Describe the fiscal and monetary policies incorporated by the United States government and Indiana government and evaluate how they affect individuals, groups and businesses.</p>	<ul style="list-style-type: none"> <li>• Define fiscal and monetary policy.</li> <li>• Identify how fiscal and monetary policy is implemented by the:                             <ul style="list-style-type: none"> <li>– United States Government</li> <li>– Indiana Government.</li> </ul> </li> <li>• Explain how the policies affect the following:                             <ul style="list-style-type: none"> <li>– Individuals</li> <li>– Groups</li> <li>– Businesses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Guided Readings</li> <li>• Vocab Quiz</li> <li>• Unit Test</li> <li>• Graphic Organizers</li> <li>• Class Discussions</li> <li>• Presentations</li> <li>• Essay</li> <li>• Short Answer</li> <li>• Role Play</li> <li>• Compare and Contrast Short Answer</li> <li>• Written Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Fiscal Policy</li> <li>• Monetary Policy</li> </ul>
<ul style="list-style-type: none"> <li>• Bill to Law Process</li> <li>• Legislative process</li> </ul>	<p><b>USG.3.9:</b> Explain how a bill becomes law in the legislative process of the United States and the state of Indiana.</p>	<ul style="list-style-type: none"> <li>• Explain the legislative process.</li> <li>• Explain how a bill becomes a law in the legislative processes of:                             <ul style="list-style-type: none"> <li>– United States Government</li> <li>– Indiana Government</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Bill</li> <li>• Law</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>PURPOSES, PRINCIPLES AND INSTITUTIONS OF GOVERNMENT</b>				
<ul style="list-style-type: none"> <li>• Judicial branch</li> <li>• Due Process</li> <li>• Judicial Review</li> <li>• Independent Judiciary</li> </ul>	<p><b>USG.3.11:</b> Analyze the functions of the judicial branch of the United States and Indiana governments with emphasis on the principles of due process, judicial review and an independent judiciary.</p>	<ul style="list-style-type: none"> <li>• Describe the functions of the judicial branch of the United States government, emphasizing: <ul style="list-style-type: none"> <li>– Due Process</li> <li>– Judicial Review</li> <li>– Independent Judiciary</li> </ul> </li> <li>• Describe the functions of the judicial branch of the Indiana government, emphasizing: <ul style="list-style-type: none"> <li>– Due Process</li> <li>– Judicial Review</li> <li>– Independent Judiciary</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Judicial Branch</li> <li>• Due process</li> <li>• Judicial review</li> <li>• Independent judiciary</li> </ul>
<ul style="list-style-type: none"> <li>• Executive Department</li> </ul>	<p><b>USG.3.12:</b> Analyze the functions of major departments of the executive branch in the United States and in Indiana.</p>	<ul style="list-style-type: none"> <li>• Compare and contrast the functions of the major departments of the executive branch in: <ul style="list-style-type: none"> <li>– United States Government</li> <li>– Indiana Government.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Executive departments</li> </ul>
<ul style="list-style-type: none"> <li>• Electoral Process <ul style="list-style-type: none"> <li>– Election laws</li> <li>– Election systems</li> </ul> </li> </ul>	<p><b>USG.3.13:</b> Explain the electoral process in terms of election laws and election systems on the national, state and local level.</p>	<ul style="list-style-type: none"> <li>• Describe the electoral process in terms of election laws and election systems on the: <ul style="list-style-type: none"> <li>– National level</li> <li>– State level</li> <li>– Local level</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Voter Registration</li> <li>• Primary elections</li> <li>• Campaign Finance Laws</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>PURPOSES, PRINCIPLES AND INSTITUTIONS OF GOVERNMENT</b>				
<ul style="list-style-type: none"> <li>• Benjamin Harrison</li> <li>• Party Politics</li> <li>• Public Opinion</li> </ul>	<p><b>USG.3.14:</b> Analyze the election of Benjamin Harrison, Indiana’s only president, his approach to the presidency, his relationship to the legislative branch, and his re-election defeat, considering the effects of party politics and public opinion.</p>	<ul style="list-style-type: none"> <li>• Describe Benjamin Harrison’s: <ul style="list-style-type: none"> <li>– Approach to the presidency</li> <li>– Relationship to the legislative branch</li> <li>– Re-election defeat</li> </ul> </li> <li>• Determine and explain how party politics and public opinion affected Benjamin Harrison’s presidency.</li> </ul>		<ul style="list-style-type: none"> <li>• Benjamin Harrison</li> </ul>
<ul style="list-style-type: none"> <li>• Political Party</li> <li>• Political Ideologies</li> <li>• Elections</li> <li>• Government</li> </ul>	<p><b>USG.3.15:</b> Summarize the evolution of political parties and their ideologies in the American governmental system and analyze their functions in elections and government at national, state and local levels of the federal system.</p>	<ul style="list-style-type: none"> <li>• Summarize the evolution of political parties and the ideologies in the American governmental system.</li> <li>• Describe the functions of political parties in elections and government at the: <ul style="list-style-type: none"> <li>– National level</li> <li>– State level</li> <li>– Local level</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Political parties</li> <li>• Political ideologies</li> </ul>
<ul style="list-style-type: none"> <li>• Electoral College</li> </ul>	<p><b>USG.3.16:</b> Explain and evaluate the original purpose and function of the Electoral College and its relevance today.</p>	<ul style="list-style-type: none"> <li>• Explain the original function of the Electoral College.</li> <li>• Determine and explain the relevance today of the Electoral College.</li> </ul>		<ul style="list-style-type: none"> <li>• Electoral College</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>PURPOSES, PRINCIPLES AND INSTITUTIONS OF GOVERNMENT</b>				
<ul style="list-style-type: none"> <li>• Local Government</li> <li>• State Government</li> </ul>	<p><b>USG.3.17:</b> Explain the organization of state and local governments in Indiana and analyze how they affect the lives of citizens.</p>	<ul style="list-style-type: none"> <li>• Explain the organization of state and local governments in Indiana.</li> <li>• Compare and contrast how state and local governments affect the lives of citizens.</li> </ul>		<ul style="list-style-type: none"> <li>• State government</li> <li>• Local government</li> </ul>
<ul style="list-style-type: none"> <li>• Special Interest Groups</li> <li>• Public Policy</li> </ul>	<p><b>USG.3.18:</b> Identify the role and development of special interest groups in politics and explain their impact on the development of state and local public policy.</p>	<ul style="list-style-type: none"> <li>• Identify the role of special interest groups in politics.</li> <li>• Explain the development of special interest groups in the United States.</li> <li>• Explain the impact of special interest groups on the development of state and local public policy.</li> </ul>		<ul style="list-style-type: none"> <li>• Citizens groups</li> <li>• Corporate lobbyists</li> <li>• Unions</li> <li>• Educational institutions</li> </ul>
<ul style="list-style-type: none"> <li>• United States Supreme Court</li> <li>• Marbury v Madison</li> <li>• Baker v Carr</li> <li>• United States v Nixon</li> <li>• Clinton v City of New York</li> <li>• Bush v Gore</li> </ul>	<p><b>USG.3.19:</b> Identify the historical significance of and analyze decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as Marbury v. Madison (1803), Baker v. Carr (1962), United States v. Nixon (1974), Clinton v. City of New York (1998) and Bush v. Gore (2000).</p>	<ul style="list-style-type: none"> <li>• Identify the historical significance of and analyze decisions of the United States Supreme Court about the constitutional principles of: <ul style="list-style-type: none"> <li>– Separation of powers</li> <li>– Checks and balances</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• United States Supreme Court</li> <li>• Separation of powers</li> <li>• Checks and balances</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>PURPOSES, PRINCIPLES AND INSTITUTIONS OF GOVERNMENT</b>				
<ul style="list-style-type: none"> <li>• Federalism</li> <li>• McCulloch v Maryland</li> <li>• Alden v Maine</li> <li>• Terri Schiavo case</li> </ul>	<p><b>USG.3.20:</b> Identify the historical significance of and analyze decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as McCulloch v. Maryland (1819), Alden v. Maine (1999) and the denial of certiorari for the Terri Schiavo case (2005).</p>	<ul style="list-style-type: none"> <li>• Identify explain the historical significance of the decisions of the United States Supreme Court about the constitutional principle of federalism.</li> </ul>		<ul style="list-style-type: none"> <li>• Federalism</li> <li>• Writ of Certiorari</li> </ul>
<b>THE RELATIONSHIP OF THE UNITED STATES TO OTHER NATIONS IN WORLD AFFAIRS</b>				
<ul style="list-style-type: none"> <li>• Territory</li> <li>• Ideology</li> <li>• Religious Conflicts</li> <li>• Ethnic Conflicts</li> </ul>	<p><b>USG.4.3:</b> Analyze reasons for conflict among nations, such as competition for resources and territory, differences in ideology, and religious or ethnic conflicts.</p>	<ul style="list-style-type: none"> <li>• Identify and describe the reasons for conflict among nations such as: <ul style="list-style-type: none"> <li>– Competition for resources</li> <li>– Competition for territory</li> <li>– Differences in ideology</li> <li>– Religious conflicts</li> <li>– Ethnic conflicts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Guided Readings</li> <li>• Vocab Quiz</li> <li>• Unit Test</li> <li>• Graphic Organizers</li> <li>• Class Discussions</li> <li>• Presentations</li> <li>• Essay</li> <li>• Short Answer</li> <li>• Role Play</li> <li>• Compare and Contrast Short Answer</li> <li>• Written Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Resources</li> <li>• Territory</li> <li>• Ideology</li> <li>• Religious conflicts</li> <li>• Ethnic conflicts</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>THE RELATIONSHIP OF THE UNITED STATES TO OTHER NATIONS IN WORLD AFFAIRS</b>				
<ul style="list-style-type: none"> <li>• International Organizations</li> <li>• International Affairs</li> </ul>	<p><b>USG.4.4:</b> Provide examples of governmental and non-governmental international organizations and explain their role in international affairs.</p>	<ul style="list-style-type: none"> <li>• Identify examples of governmental and non-governmental international organizations.</li> <li>• Explain the role of governmental and non-governmental international organizations in international affairs.</li> </ul>		<ul style="list-style-type: none"> <li>• The United Nations</li> <li>• The International Red Cross</li> <li>• Catholic Relief Services</li> </ul>
<ul style="list-style-type: none"> <li>• Foreign Policy</li> </ul>	<p><b>USG.4.6:</b> Identify and describe strategies available to the United States government to achieve foreign policy objectives.</p>	<ul style="list-style-type: none"> <li>• Identify strategies available to the United States government to achieve foreign policy objectives.</li> <li>• Describe strategies available to the United States government to achieve foreign policy objectives.</li> </ul>		<ul style="list-style-type: none"> <li>• Diplomatic aid</li> <li>• Treaties</li> <li>• Sanctions</li> <li>• Military intervention</li> </ul>
<ul style="list-style-type: none"> <li>• Individuals</li> <li>• Businesses</li> <li>• Labor</li> <li>• Interest Groups</li> <li>• Public Opinion</li> </ul>	<p><b>USG.4.7:</b> Examine the influence individuals, businesses, labor, and other organizations, interest groups, and public opinion has on United States foreign policy.</p>	<ul style="list-style-type: none"> <li>• Identify the effect on United States foreign policy of: <ul style="list-style-type: none"> <li>– Individuals</li> <li>– Businesses</li> <li>– Labor and other organizations</li> <li>– Interest groups</li> <li>– Public opinion</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Corporate lobbyists</li> <li>• Unions</li> <li>• Citizen groups</li> <li>• Media</li> <li>• World institutions</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>THE RELATIONSHIP OF THE UNITED STATES TO OTHER NATIONS IN WORLD AFFAIRS</b>				
<ul style="list-style-type: none"> <li>• World Issues</li> <li>• United States Foreign Policy</li> </ul>	<p><b>USG.4.8:</b> Identify and explain world issues, including political, cultural, demographic, economic and environmental challenges that affect the United States foreign policy in specific regions of the world.</p>	<ul style="list-style-type: none"> <li>• Identify and explain world issues that affect the United States foreign policy in specific regions of the world, such as:               <ul style="list-style-type: none"> <li>– Political issues</li> <li>– Cultural issues</li> <li>– Demographic issues</li> <li>– Economic issues</li> <li>– Environmental challenges</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Immigration</li> <li>• Global climate change</li> <li>• Terrorism</li> <li>• Ethnic cleansing</li> </ul>
<ul style="list-style-type: none"> <li>• Local Community</li> <li>• State Interest</li> </ul>	<p><b>USG.4.9:</b> Discuss specific foreign policy issues that impact local community and state interests.</p>	<ul style="list-style-type: none"> <li>• Discuss specific foreign policy issues that impact:               <ul style="list-style-type: none"> <li>– Local community interests</li> <li>– State interests</li> </ul> </li> </ul>		
<b>ROLES OF CITIZENS IN THE UNITED STATES</b>				
<ul style="list-style-type: none"> <li>• Legal Obligation</li> <li>• Law</li> <li>• Juror</li> <li>• Taxes</li> </ul>	<p><b>USG.5.3:</b> Discuss the individual’s legal obligation to obey the law, serve as a juror, and pay taxes.</p>	<ul style="list-style-type: none"> <li>• Identify the individual’s legal obligations:               <ul style="list-style-type: none"> <li>– To obey the law</li> <li>– To serve as a juror</li> <li>– To pay taxes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Guided Readings</li> <li>• Vocab Quiz</li> <li>• Unit Test</li> <li>• Graphic Organizers</li> <li>• Class Discussions</li> <li>• Presentations</li> <li>• Essay</li> <li>• Short Answer</li> </ul>	<ul style="list-style-type: none"> <li>• Legal obligation</li> <li>• Juror</li> <li>• Taxes</li> </ul>



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>ROLES OF CITIZENS IN THE UNITED STATES</b>				
<ul style="list-style-type: none"> <li>• Legal obligation</li> </ul>	<b>USG.5.3: (cont.)</b>		<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Compare and Contrast</li> <li>• Short Answer</li> <li>• Written Summary</li> </ul>	
<ul style="list-style-type: none"> <li>• Rights of Individuals</li> </ul>	<b>USG.5.5:</b> Identify when it is constitutional for our government to limit the rights of individuals and explain the reasons why the government would want to do this.	<ul style="list-style-type: none"> <li>• Identify when it is constitutional for government to limit the rights of individuals.</li> <li>• Explain the reasons why government would limit the rights of individuals.</li> </ul>		<ul style="list-style-type: none"> <li>• Times of civil unrest</li> <li>• Wartime</li> </ul>
<ul style="list-style-type: none"> <li>• Public Elections</li> <li>• Voters</li> <li>• Supporters of Candidates</li> <li>• Public Office</li> </ul>	<b>USG.5.7:</b> Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.	<ul style="list-style-type: none"> <li>• Explain how citizens in the United States participate in public elections as: <ul style="list-style-type: none"> <li>– Voters</li> <li>– Supporters of candidates for public office</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Elections</li> <li>• Candidates for public office</li> </ul>
	<b>USG.5.9:</b> Use information from a variety of resources to describe and discuss current American political issues.	<ul style="list-style-type: none"> <li>• Summarize and explain current American political issues.</li> </ul>		<ul style="list-style-type: none"> <li>• Environmental issues</li> <li>• Women’s rights</li> <li>• Affirmative action</li> <li>• Discrimination</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS
<b>LITERACY IN HISTORY AND SOCIAL STUDIES</b>				
<ul style="list-style-type: none"> <li>Age appropriate social studies texts</li> </ul>	<p><b>11-12.LH.1.1:</b> Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</p>	<ul style="list-style-type: none"> <li>Read and understand United States Government text at a 12<sup>th</sup> grade level.</li> </ul>		
<ul style="list-style-type: none"> <li>Discipline-specific tasks</li> </ul>	<p><b>11-12.LH.1.2:</b> Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>Compose a variety of types of writing for social studies – Specific tasks</li> </ul>		
<ul style="list-style-type: none"> <li>Central Ideas</li> <li>Primary Source</li> <li>Secondary Source</li> <li>Relationships between details</li> </ul>	<p><b>11-12.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<ul style="list-style-type: none"> <li>Identify the central ideas.</li> <li>Identify information of a primary or secondary source.</li> <li>Write an accurate summary showing relationships among key ideas and details.</li> </ul>		
<ul style="list-style-type: none"> <li>Discipline-specific content</li> </ul>	<p><b>11-12.LH.5.1:</b> Write arguments focused on discipline-specific content.</p>	<ul style="list-style-type: none"> <li>Write arguments focused on specific content.</li> </ul>		
<ul style="list-style-type: none"> <li>Informative texts</li> <li>Historical events</li> </ul>	<p><b>11-12.LH.5.2:</b> Write informative texts, including analyses of historical events.</p>	<ul style="list-style-type: none"> <li>Write informative texts.</li> <li>Include analyses of historical events.</li> </ul>		