

WSD CIVICS/GOVERNMENT CURRICULUM MAP				
Core Content Expectations	Pacing Guide	Student Friendly Language (Clarification)	Instructional Strategies/Materials	Assessment
<i>Civics Content Statement Outline</i>				
C1 – CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE	10 Days			
1.1 Nature Of Civic Life, Politics, and Government	5 Days			
1.2 Alternative Forms of Government	5 days			
C2 – ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA	15 Days			
2.1 Origins of American Constitutional Government	7 Days			
2.2 Foundational Values and Constitutional Principles of American Government	8 Days			
C3 – STRUCTURE AND FUNCTION OF GOVERNMENT IN THE UNITED STATES OF AMERICA	15 Days			
3.1 Structure, Functions, and Enumerated Powers of National Government	3 Days			
3.2 Powers and Limits on Powers	3 Days			
3.3 Structure and Functions of State and Local Governments	3 Days			
3.4 System of Law and Laws	3 Days			
3.5 Other Actors in the Policy Process	3 Days			
C4 – THE UNITED STATES OF AMERICA AND WORLD AFFAIRS	15 Days			
4.1 Formation and Implementation of U.S. Foreign Policy	8 Days			
4.2 U.S. Role in International Institutions and Affairs	7 Days			
C5 – CITIZENSHIP IN THE UNITED STATES OF AMERICA	15 Days			
5.1 The Meaning of Citizenship in the United States of America	3 Days			
5.2 Becoming a Citizen	3 Days			
5.3 Rights of Citizenship	3 Days			
5.4 Responsibilities of Citizenship	3 Days			
5.5 Dispositions of Citizenship	3 Days			
C6 – CITIZENSHIP IN ACTION	15 Days			
6.1 Civic Inquiry and Public Discourse	8 Days			
6.2 Participating in Civic Life	7 Days			
General Social Science Knowledge – embedded in civics standards and expectations				
K1.1 Know the defining characteristics of the discipline of civics.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms and limitations of civics.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
K1.3 Understand and analyze social relationships and patterns.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
K1.4 Understand social and political perspectives.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
K1.5 Understand the diversity of human beings and human cultures.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
K1.6 Analyze events and circumstances from the vantage point of others.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
K1.9 Integrate concepts from at least two different social studies disciplines.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES

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K1.10 Understand significant concepts, generalizations, principles, and theories of civics as a discipline.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
Social Studies Procedures and Skills – embedded in civics standards and expectations		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P1 Reading and Communication – read and communicate effectively.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P1.3 Understand that diversity of interpretation arises from frame of reference.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P2 Inquiry, Research, and Analysis – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P2.2 Read and interpret data in tables and graphs.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P3 Public Discourse and Decision Making – engage in reasoned and informed decision making that should characterize each citizen’s participation in American society.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P4 Citizen Involvement		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES

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P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
P4.3 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.		For Reference Common SS Goals	For Reference Common SS Goals	Embedded in HSCES
General Social Studies Knowledge, Processes, and Skills				
C1 CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE		Student Friendly Language	Instructional Strategies/ Materials	Assessment
1.1 Nature of Civic Life, Politics, and Government				
<i>Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?</i>				
1.1.1 Identify roles citizens play in civic and private life, with emphasis on leadership.		What are the roles of citizens?	Poster of Roles	Poster
1.1.2 Explain and provide examples of the concepts “power,” “legitimacy,” “authority,” and “sovereignty.”		Limited Government Government by the People	Reading/Notes	Unit Exam
1.1.3 Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)		What should government do?	Brainstorming	Unit Exam
1.1.4 Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)		What is the purpose of politics?	Election Simulation	Unit Exam Evaluation of Posters speeches
1.2 Alternative Forms of Government				
<i>Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?</i>				
1.2.1 Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.		What are the different types of governments?	Form a Nation Simulation	Unit Exam Rubric of Simulation
1.2.2 Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom). (See USHG 7.2.1; WHG 7.3)		What happens when government power is not checked?	Notes and Questioning	Unit Exam
1.2.3 Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)		How are governments different?	Table of Different Government Systems	Unit Exam
1.2.4 Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)		Everyone votes vs. just elected officials	Sample voting class vs. school Opinion Poll	Opinion Poll Rubric Unit Exam
CIVICS				
C2 ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA				

Core Content Expectations	Pacing Guide	Student Friendly Language (Clarification)	Instructional Strategies/Materials	Assessment
<p>2.1 Origins of American Constitutional Government (Note: Much of this content should have been an essential feature of students' 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.)</p>				
<p><i>Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government?</i></p>				
<p>2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.</p>		<p>How did the US Constitution evolve?</p>	<p>Compare and contrast historical documents</p>	<p>Unit Exam</p>
<p>2.1.2 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.</p>		<p>What issues were discussed while writing the constitution?</p>	<p>Constitutional Convention Simulation</p>	<p>Unit Exam CC Rubric</p>
<p>2.1.3 Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.</p>		<p>What political ideals are present in our founding documents?</p>	<p>List rights and responsibilities in our founding documents</p>	<p>Unit Exam</p>
<p>2.1.4 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.</p>		<p>Why is it so difficult to change the constitution?</p>	<p>Discuss the formal and informal amendment process</p>	<p>Unit Exam</p>
<p>2.2 Foundational Values and Constitutional Principles of American Government</p>				
<p><i>Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped American society?</i></p>				
<p>2.2.1 Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).</p>		<p>What are the core democratic values of the United States?</p>	<p>Public policy essay related to a core democratic value</p>	<p>CDV Essay Rubric Unit Exam</p>
<p>2.2.2 Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)</p>		<p>Why are all Americans considered equal?</p>	<p>Videos and reactions of various civil rights movement of the Unites States</p>	<p>CR Rubric Unit Exam</p>

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2.2.3 Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)		What happens when rights compete?	Examination and debate of landmark S. Court Cases	LSCC Rubric Unit Exam
2.2.4 Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail," the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2)		How have famous people told us about our rights?	Analysis of famous speeches	Unit Exam
2.2.5 Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations. (See USHG 8.2.4)		How does the constitution differ literally vs. figuratively?	Examine polices and court cases	Unit Exam
CIVICS				
C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA				
3.1 Structure, Functions, and Enumerated Powers of National Government				
<i>Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?</i>				
3.1.1 Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.		The duties of the legislative branch	Senate bill writing and debate Simulation	SS Rubric Unit Exam
3.1.2 Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.		The duties of the executive branch	Election Simulation	Unit Exam
3.1.3 Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.		The duties of the judicial branch	Supreme Court Simulation	SC Simulation Unit Exam
3.1.4 Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)		How are US citizens protected by our government	Web quest	WQ Rubric Unit Exam
3.1.5 Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).		What checks and balances does each part of the government have?	Examine checks and balances and separation of powers	Unit Exam
3.1.6 Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.		How does the federal government get money to support its programs?	Budget and waste simulation	BWS Rubric Unit Exam
3.1.7 Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.		How does the federal government and the states divide power?	Examine federalism and the 10th amendment	Unit Exam
3.2 Powers and Limits on Powers				
<i>Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?</i>				
3.2.1 Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.		What are the limits placed on government?	Examine and investigate example of powers and abuse of power	Unit Exam

Core Content Expectations	Pacing Guide	Student Friendly Language (Clarification)	Instructional Strategies/Materials	Assessment
3.2.2 Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland).		Why is the constitution the top law in the United States?	Examine landmark Supreme Court cases	Unit Exam
3.2.3 Identify specific provisions in the Constitution that limit the power of the federal government.		How does the constitution limit government?	Identify the articles in the constitution that pertain to limits on government	Unit Exam
3.2.4 Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)		How does the 1st 10 amendments to the constitution limit government?	Choose 1 amendment and explain with examples how it limits government	CC Rubric Unit Exam
3.2.5 Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)		How has the constitution been expanded?	Examine the constitution's role in expanding civil rights	Unit Exam
CIVICS				
3.3 Structure and Functions of State and Local Governments				
<i>Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?</i>				
3.3.1 Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).		What is the purpose of the 10th amendment?	Examine the powers of states and the federal government	Unit Exam
3.3.2 Identify and define states' reserved and concurrent powers.		What powers do the states share with the federal government and which are theirs alone?	Examine the reserved and concurrent powers	Unit Exam
3.3.3 Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.		What are the specific relationships between the states and federal government?	Web quest	WQ Rubric Unit Exam
3.3.4 Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.		What are the responsibilities of state and local governments?	Examine the specific organization of our local and state governments	Unit Exam
3.3.5 Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).		How can citizens of a state or city change their laws?	Use examples of ballot proposals	Unit Exam
3.3.6 Evaluate the major sources of revenue for state and local governments.		How do local and state governments get money to fund programs?	Taxing Times Worksheet	TTW Rubric Unit Exam
3.3.7 Explain the role of state constitutions in state governments.		What decides the rights and policies within each state?	Examine state specific provisions	Unit Exam
3.4 System of Law and Laws				
<i>Explain why the rule of law has a central place in American society through the investigation of such questions as: What is the role of law in the American political system? What is the importance of law in the American political system?</i>				

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3.4.1 Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like Marbury v. Madison and U.S. v. Nixon; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4)				
3.4.2 Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)				
3.4.3 Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).				
3.4.4 Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).				
3.4.5 Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.				
CIVICS				
3.5 Other Actors in the Policy Process				
<i>Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?</i>				
3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda		What are the roles of political parties like the Republican party?	Web quest	WQ Rubric Unit Exam
3.5.2 Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG 9.1.2)		What is the history of political parties?	Make buttons and bumper stickers supporting past political parties.	BBS Rubric Unit Exam
3.5.3 Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).		What are Political Action Committees?	Examine the role of PAC's	Unit Exam
3.5.4 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.		What is public opinion?	Opinion Poll Assignment	OP Rubric Unit Exam
3.5.5 Evaluate the actual influence of public opinion on public policy.		How do opinion polls influence political decisions?	Examine past instances like Vietnam and Iraq	Unit Exam
3.5.6 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.				
3.5.7 Explain the role of television, radio, the press, and the internet in political communication.		What is the job of the media in politics?	Create a commercial for a candidate.	CCC Rubric Unit Exam
3.5.8 Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.		What are the sides to issues?	Debate public policy issues	PP Rubric Unit Exam

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3.5.9 In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.		What methods are used to sway public opinion?	Examine persuasive techniques through the drawing of political cartoons	PC Rubric Unit Exam
C4 THE UNITED STATES OF AMERICA AND WORLD AFFAIRS				
4.1 Formation and Implementation of U.S. Foreign Policy				
<i>Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional government?</i>				
4.1.1 Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., Spanish-American War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).		What is the difference between isolation and globalism?	Examine current and past conflicts	Unit Exam
4.1.2 Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.				
4.1.3 Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action)		How does the United States decide what to do in foreign policy?	View Movie 13 Days	Quiz over movie 13 days
4.1.4 Using at least two historical examples, explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1; 7.2.3; 8.1.2)		How does history influence foreign policy?	Write a short essay on a foreign policy decision	FPD Rubric
CIVICS				
4.2 U.S. Role in International Institutions and Affairs				
<i>Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?</i>				
4.2.1 Describe how different political systems interact in world affairs with respect to international issues.(See USHG 6.2.4)				
4.2.2 Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). (See USHG 6.1.4; 8.2.1)		How does US policy influence other countries?	Current Events with group interaction	Scores from CES
4.2.3 Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)		How do others countries policies effect us?	Current Events with group interaction	Scores from CES

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4.2.4 Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).		What are the roles of global organizations?	UN Simulation	UN Rubric Unit Exam
4.2.5 Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).		What are the role of treaties?	Examine treaties and agreements between nations	Unit Exam
4.2.6 Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).		How do United States founding documents influence other countries?	Current Events with group interaction	Scores from CES
C5 CITIZENSHIP IN THE UNITED STATES OF AMERICA				
5.1 The Meaning of Citizenship in the United States of America				
<i>Describe the meaning of citizenship in the United States through the investigation of such questions as: What is the meaning of citizenship in the United States? What are the rights, responsibilities, and characteristics of citizenship in the United States?</i>				
5.1.1 Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).		What does it mean to be a citizen?	Examine the role of being an American citizen	Unit Exam
5.1.2 Compare the rights of citizenship Americans have as a member of a state and the nation.		What rights do all citizens have?	Examine American core values	Unit Exam
5.2 Becoming a Citizen				
<i>Describe how one becomes a citizen in the United States through birth or naturalization by investigating the question: How does one become a citizen in the United States?</i>				
5.2.1 Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.		What types of citizens are their in the United States?	View video Immigration in the United States Actual INS Test	IUS Quiz Review INS Test
5.2.2 Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.		What is an illegal immigrant?	Debate illegal vs. legal immigration	ILRubric
5.2.3 Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).		What is the history of United States immigration?	Examine the historical impact of United States Immigration policy	Unit Exam
CIVICS				
5.3 Rights of Citizenship				
<i>Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?</i>				
5.3.1 Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).		What personal rights are in the constitution?	Examine and discuss the constitutional rights of citizens	Unit Exam
5.3.2 Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).		What rights are in the 1st amendment?	Examine and discuss the 1st and 14th amendment	Unit Exam

Core Content Expectations	Pacing Guide	Student Friendly Language (Clarification)	Instructional Strategies/Materials	Assessment
5.3.3 Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).		What rights do workers and home owners have?	Examine and discuss the constitutional rights of citizens in regard to work and property	Unit Exam
5.3.4 Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.		How do rights conflict?	Web quest for cases	WQ Rubric Unit Exam
5.3.5 Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.		How can the government limit rights?	Discuss Supreme Court Decisions	Unit Exam
5.3.6 Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.		How is the 1st amendment limited by the Supreme Court?	Discuss Supreme Court Decisions based on the 1st Amendment	Unit Exam
5.3.7 Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.		What are the rights of the accused and convicted?	Discuss Supreme Court Decisions based on the 4th,5th,6th,7th and 8th Amendments	Unit Exam
5.3.8 Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.		Why was the 14th amendment passed?	Examine how states abused the Bill of Rights and the necessity of the 14th amendment	Unit Exam
5.3.9 Use examples to explain why rights are not unlimited and absolute.		Why do your rights end where my nose begins?	Examine Supreme Court Cases about conflicts in individual rights	Unit Exam
5.4 Responsibilities of Citizenship				
<i>Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?</i>				
5.4.1 Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.		What do I have to do?	Discuss the SSS and Jury Duty	Unit Exam
5.4.2 Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.		What should I do?	Debate rights and responsibilities of citizens	DR Rubric
5.4.3 Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.		Why is doing more than you have to do good for society?	Debate rights and responsibilities of citizens	DR Rubric
5.5 Dispositions of Citizenship				
<i>Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?</i>				

Core Content Expectations	Pacing Guide	Student Friendly Language (Clarification)	Instructional Strategies/Materials	Assessment
5.5.1 Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others).		What is individual responsibility?	Debate rights and responsibilities of citizens	DR Rubric
5.5.2 Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., "civic virtue" or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).		How can government promote individual responsibility?	View Liberal vs. Conservative	LvC Quiz Unit Exam
5.5.3 Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American constitutional democracy.		How can actions speak louder than words?	Discuss the role of community service	Community Service requirement in English 12
C6 CITIZENSHIP IN ACTION				
6.1 Civic Inquiry and Public Discourse				
<i>Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?</i>				
6.1.1 Identify and research various viewpoints on significant public policy issues.		What are the sides of issues?	Web quest	WQ Rubric
6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).		How can you support your side of an issue?	PowerPoint on issue	PP Rubric Unit Exam
6.1.3 Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.		Are the views expressed accurate?	Complete an analysis of an article or speech	Analysis Rubric
6.1.4 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.		What are the different ways to solve a problem?	Senate Simulation	SS Rubric
6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.		How do you make a persuasive policy speech?	Senate Simulation	SS Rubric
CIVICS				
6.2 Participating in Civic Life				
<i>Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?</i>				

Core Content Expectations	Pacing Guide	Student Friendly Language (Clarification)	Instructional Strategies/Materials	Assessment
6.2.1 Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfilled by working to achieve collective goals).				
6.2.2 Distinguish between and evaluate the importance of political participation and social participation.		What is political participation?	Show examples of political participation	Unit Exam
6.2.3 Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.		How can I participate?	Voter registration Political Party Participation	Student Participation
6.2.4 Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.		How does an election work?	Participation in election simulation real or simulated	Student Participation
6.2.5 Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.		What groups influence politics?	Examine various movements like women's suffrage	Unit Exam
6.2.6 Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.		How can citizens protest?	View Detroit Riot Video from Eyes on the Prize and Essay	DRV Essay Rubric
6.2.7 Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation.		See English 12		
6.2.8 Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.		What makes a good leader?	Presidential Brain Exercise	PB Rubric
6.2.9 Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.		What makes a good citizen?	Examination of blogs, internet and media	Unit Exam
6.2.10 Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.		How do you conduct a public policy meeting?	City Planning Commission Simulation	CPC Rubric
6.2.11 Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns. ¹ Note: Service learning projects need not be folded into a semester course in Civics, but could also be part of a larger or year-long/semester-long project outside the traditional course in Civics.		How do citizens resolve local problems?	Speaker from local government	Questions to speaker