

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG1.a Compare and contrast various systems of government. Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government. Govn/Civics

	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Analyze several case studies or other modern examples to evaluate and analyze the effectiveness of the various forms of governments</p>	DOK 4	<p>Learning Target 1: 1 Performance Task OR 1 Extended Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p>The student will</p> <p>Learning Target 1: Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government</p> <p>The student exhibits no major errors or omissions.</p>	DOK 2	<p>Learning Target 1: 1 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: federal, unitary, democratic, confederal</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Determine the geographic distribution of power in a unitary government Learning Target 3: Determine the geographic distribution of power in a federal government Learning Target 4: Determine the geographic distribution of power in a confederate government</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 1	<p>Learning Target 1: 4 Selected Response Learning Target 2: 2 Selected Response Learning Target 3: 2 Selected Response Learning Target 4: 2 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		

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Prioritized Standard: SSCG1.a Compare and contrast various systems of government. Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government. Govn/Civics

	Proficiency Scale	DOK	Evidence
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
Scale Notes for Teachers			ELA Writing Standard(s): ELACC9-10WHST1 ELA Reading Standard(s): ELACC9-10RH4, ELACC9-10RH6

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG1.b Compare and contrast various systems of government. Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy) and democratic. Govn/Civics

	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Analyze several case studies or other modern examples to evaluate and analyze the effectiveness of the various forms of governments</p>	DOK 4	<p>Learning Target 1: 1 Performance Task OR 1 Extended Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p>The student will</p> <p>Learning Target 1: Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy), and democratic</p> <p>The student exhibits no major errors or omissions.</p>	DOK 2	<p>Learning Target 1: 1 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: autocratic, democratic, oligarchic, citizen participation</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Identify ways citizen participation is affected under dictatorships and democracies</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 1	<p>Learning Target 1: 4 Selected Response Learning Target 2: 3 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG1.b Compare and contrast various systems of government. Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy) and democratic. Govn/Civics

	Proficiency Scale	DOK	Evidence
	Scale Notes for Teachers		ELA Writing Standard(s): ELACC9-10WHST1 ELA Reading Standard(s): ELACC9-10RH4, ELACC9-10RH6

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG3.c Demonstrate knowledge of the framing and structure of the United States Constitution. Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular sovereignty. Govn/Civics

	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Apply the principles of rule of law, limited government, popular sovereignty, separation of powers, checks and balances, and federalism to modern American government, by providing examples of modern conflicts or controversies involving these principles</p>	DOK 4	<p>Learning Target 1: 1 Performance Task OR 1 Constructed Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p>The student will</p> <p>Learning Target 1: Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular sovereignty</p> <p>The student exhibits no major errors or omissions.</p>	DOK 3	<p>Learning Target 1: 1 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG3.c Demonstrate knowledge of the framing and structure of the United States Constitution. Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular sovereignty. Govn/Civics

	Proficiency Scale	DOK	Evidence
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: popular sovereignty, limited government, separation of powers, checks and balances, federalism</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Identify reasons why popular sovereignty and limited government are included in the Constitution</p> <p>Learning Target 3: Identify reasons why rule of law and federalism are included in the Constitution</p> <p>Learning Target 4: Identify reasons why checks and balances and separation of powers are included in the Constitution</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 2	<p>Learning Target 1: 5 Selected Response</p> <p>Learning Target 2: 2 Selected Response</p> <p>Learning Target 3: 2 Selected Response</p> <p>Learning Target 4: 2 Selected Response</p> <p>OR</p> <p>Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
	Scale Notes for Teachers		<p>DBQ: DBQ Project Civics Mini-Q "How Did the Constitution Guard Against Tyranny?"</p> <p>ELA Writing Standard(s): ELACC9-10WHST2</p> <p>ELA Reading Standard(s): ELACC9-10RH2, ELACC9-10RH4</p>

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG4.a Demonstrate knowledge of the organization and powers of the national government. Describe the structure, powers, and limitations of the legislative, executive, and judicial branches, as described in the Constitution. Govn/Civics

	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Select a social issue and evaluate how each branch could address that issue based on explicit examples of its constitutional powers and limits on these powers</p>	DOK 3	<p>Learning Target 1: 1 Performance Task OR 1 Extended Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p>The student will</p> <p>Learning Target 1: Describe the structure, powers, and limitations of the legislative, executive, and judicial branches, as described in the Constitution</p> <p>The student exhibits no major errors or omissions.</p>	DOK 2	<p>Learning Target 1: 1 Constructed Response OR 6 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: legislative, executive, judicial, House of Representatives, Senate, Cabinet, Congress</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Identify which individuals comprise the legislative branch and the limits of the legislative branch's power Learning Target 3: Identify which individuals comprise the executive branch and the limits of the executive branch's power Learning Target 4: Identify which individuals comprise the judicial branch and the limits of the executive branch's power</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 1	<p>Learning Target 1: 7 Selected Response Learning Target 2: 3 Selected Response Learning Target 3: 3 Selected Response Learning Target 4: 3 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG4.a Demonstrate knowledge of the organization and powers of the national government. Describe the structure, powers, and limitations of the legislative, executive, and judicial branches, as described in the Constitution. Govn/Civics

	Proficiency Scale	DOK	Evidence
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
Scale Notes for Teachers		ELA Writing Standard(s): ELACC9-10WHST2 ELA Reading Standard(s): ELACC9-10RH4	

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG4.b Demonstrate knowledge of the organization and powers of the national government. Analyze the relationship between the three branches in a system of checks and balances and separation of powers. Govn/Civics

	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Examine a current problem faced by the United States, such as the growing national debt, and analyze the ability of each branch of government to respond to this problem according to both informal and Constitutional powers</p>	DOK 4	<p>Learning Target 1: 1 Performance Task OR 1 Extended Response OR Personal Communication for any learning target</p>
3.5	<p>In addition to score 3.0 performance, partial success at score 4.0 content</p>		
3.0	<p>The student will</p> <p>Learning Target 1: Analyze the relationship between the three branches in a system of checks and balances and separation of powers</p> <p>The student exhibits no major errors or omissions.</p>	DOK 3	<p>Learning Target 1: 1 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
2.5	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0</p>		

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG4.b Demonstrate knowledge of the organization and powers of the national government. Analyze the relationship between the three branches in a system of checks and balances and separation of powers. Govn/Civics

	Proficiency Scale	DOK	Evidence
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: checks and balances, separation of powers, pardon, judicial review, veto power</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Identify whys the legislative branch serves as a checks and balances over the executive branch</p> <p>Learning Target 3: Identify whys the legislative branch serves as a checks and balances over the judicial branch</p> <p>Learning Target 4: Identify whys the executive branch serves as a checks and balances over the legislative branch</p> <p>Learning Target 5: Identify whys the executive branch serves as a checks and balances over the judicial branch</p> <p>Learning Target 6: Identify whys the judicial branch serves as a checks and balances over both the legislative and executive branches</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 2	<p>Learning Target 1: 5 Selected Response</p> <p>Learning Target 2: 2 Selected Response</p> <p>Learning Target 3: 2 Selected Response</p> <p>Learning Target 4: 2 Selected Response</p> <p>Learning Target 5: 2 Selected Response</p> <p>Learning Target 6: 2 Selected Response</p> <p>OR</p> <p>Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
Scale Notes for Teachers		ELA Writing Standard(s): ELACC9-10WHST2 ELA Reading Standard(s): ELACC9-10RH4, ELACC9-10RH5, ELACC9-10RH6	

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG5.a Demonstrate knowledge of the federal system of government described in the United States Constitution. Explain and analyze the relationship of state governments to the national government. Govn/Civics

	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Critique the federal system of government by analyzing the relationship between state and national government and draw conclusions on how conflicts over federalism led to a dispute. Cite specific evidence to support this causal relationship</p>	DOK 3	<p>Learning Target 1: 1 Performance Task OR 1 Extended Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p>The student will</p> <p>Learning Target 1: Explain and analyze the relationship of state governments to the national government</p> <p>The student exhibits no major errors or omissions.</p>	DOK 2	<p>Learning Target 1: 1 Constructed Response OR 1 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: federalism, Full Faith and Credit Clause</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Identify the reserved, exclusive, and concurrent powers of state and national governments</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 2	<p>Learning Target 1: 2 Selected Response Learning Target 2: 4 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG5.a Demonstrate knowledge of the federal system of government described in the United States Constitution. Explain and analyze the relationship of state governments to the national government. Govn/Civics

	Proficiency Scale	DOK	Evidence
	Scale Notes for Teachers		ELA Writing Standard(s): ELACC9-10WHST2 ELA Reading Standard(s): ELACC9-10RH3, ELACC9-10RH4

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG6 Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured. Govn/Civics

	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Analyze a variety of examples of constitutional challenges to the freedoms protected in the Bill of Rights and draw conclusions about the rationale for adding the first ten amendments to the Constitution</p>	DOK 3	<p>Learning Target 1: 1 Performance Task OR 1 Extended Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p>The student will</p> <p>Learning Target 1: Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured</p> <p>The student exhibits no major errors or omissions.</p>	DOK 2	<p>Learning Target 1: 1 Constructed Response OR 10 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: Bill of Rights, amendments</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Identify which freedoms are in the Bill of Rights Learning Target 3: Determine the ways that the Bill of Rights are secured</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 1	<p>Learning Target 1: 2 Selected Response Learning Target 2: 3 Selected Response Learning Target 3: 3 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG6 Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured. Govn/Civics

	Proficiency Scale	DOK	Evidence
	<p>Scale Notes for Teachers</p>		<p>DBQ: DBQ Project Civics Mini-Q "Should Schools Be Allowed to Limit Students' Online Speech?" ELA Writing Standard(s): ELACC9-10WHST1 ELA Reading Standard(s): ELACC9-10RH1, ELACC9-10RH4</p>

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG7.c Demonstrate knowledge of civil liberties and civil rights. Analyze due process of law as expressed in the 5th and 14th amendments, as understood through the process of incorporation. Govn/Civics

	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Analyze due process of law as expressed in the 5th and 14th amendments, as understood through the process of incorporation, and compose a logical argument defending or critiquing the idea that all citizens are given equal protection of these amendments</p>	DOK 3	<p>Learning Target 1: 1 Performance Task OR 1 Extended Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p>The student will</p> <p>Learning Target 1: Analyze due process of law as expressed in the 5th and 14th amendments, as understood through the process of incorporation</p> <p>The student exhibits no major errors or omissions.</p>	DOK 2	<p>Learning Target 1: 1 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: due process, equal protection, selective incorporation, grand jury, double jeopardy, self-incrimination</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Identify the rights provided in the 5th amendment Learning Target 3: Identify the rights provided in the 14th amendment</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 2	<p>Learning Target 1: 6 Selected Response Learning Target 2: 2 Selected Response Learning Target 3: 2 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG7.c Demonstrate knowledge of civil liberties and civil rights. Analyze due process of law as expressed in the 5th and 14th amendments, as understood through the process of incorporation. Govn/Civics

	Proficiency Scale	DOK	Evidence
0.0	Even with help, no success		
Scale Notes for Teachers			DBQ: DBQ Project Civics Mini-Q "Search and Seizure: Did the Government Go Too Far?" ELA Writing Standard(s): ELACC9-10WHST9 ELA Reading Standard(s): ELACC9-10RH1, ELACC9-10RH4

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG8.e Demonstrate knowledge of the legislative branch of government. Explain the steps in the legislative process. Govn/Civics			
	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Analyze the roles and relationships of legislative and committee leadership</p>	DOK 3	<p>Learning Target 1: 1 Performance Task OR 1 Extended Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p>The student will</p> <p>Learning Target 1: Explain the steps in the legislative process</p> <p>The student exhibits no major errors or omissions.</p>	DOK 2	<p>Learning Target 1: 1 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: bill, law, filibuster, veto, committees, rider</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Identify how a bill is moved from the House to the Senate</p> <p>Learning Target 3: Identify the different actions a president can take after a bill reaches the President</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 1	<p>Learning Target 1: 6 Selected Response Learning Target 2: 3 Selected Response Learning Target 3: 3 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
Scale Notes for Teachers		ELA Writing Standard(s): ELACC9-10WHST2 ELA Reading Standard(s): ELACC9-10RH4	

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG10.e Demonstrate knowledge of the executive branch of government. Distinguish between the roles of the President, including Commander in Chief of the Armed Forces, chief executive, chief agenda setter, chief of state, chief diplomat, and party leader. Govn/Civics

	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Describe the specific duties associated with each presidential role, both required by the U.S. Constitution and as an informal practice, and analyze recent presidential actions in relation to these roles</p>	DOK 3	<p>Learning Target 1: 1 Performance Task OR 1 Extended Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p>The student will</p> <p>Learning Target 1: Distinguish between the roles of the President, including Commander in Chief of the Armed Forces, chief executive, chief agenda setter, chief of state, chief diplomat, and party leader</p> <p>The student exhibits no major errors or omissions.</p>	DOK 2	<p>Learning Target 1: 1 Constructed Response OR 6 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG10.e Demonstrate knowledge of the executive branch of government. Distinguish between the roles of the President, including Commander in Chief of the Armed Forces, chief executive, chief agenda setter, chief of state, chief diplomat, and party leader. Govn/Civics

	Proficiency Scale	DOK	Evidence
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: Commander in Chief, chief executive, chief agenda setter, chief of state, chief diplomat, party leader</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Identify the specific responsibilities the President has while serving as the Commander in Chief of the nation's armed forces</p> <p>Learning Target 3: Identify the specific responsibilities the President has while serving as the chief executive</p> <p>Learning Target 4: Identify the specific responsibilities the President has while serving as the chief agenda setter</p> <p>Learning Target 5: Identify the specific responsibilities the President has while serving as the chief of state</p> <p>Learning Target 6: Identify the specific responsibilities the President has while serving as the chief agenda diplomat</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 1	<p>Learning Target 1: 6 Selected Response</p> <p>Learning Target 2: 2 Selected Response</p> <p>Learning Target 3: 2 Selected Response</p> <p>Learning Target 4: 2 Selected Response</p> <p>Learning Target 5: 2 Selected Response</p> <p>Learning Target 6: 2 Selected Response</p> <p>OR</p> <p>Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
Scale Notes for Teachers			

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG12 Describe the tools used to carry out United States foreign policy, including diplomacy and treaties; economic, military, and humanitarian aid; and sanctions and military intervention. Govn/Civics

	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Evaluate the effectiveness of the different tools used to carry out United States foreign policy and compare the effectiveness of these foreign policy tools when used to assist or intervene in international affairs</p>	DOK 3	<p>Learning Target 1: 1 Performance Task OR 1 Extended Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p>The student will</p> <p>Learning Target 1: Describe the tools used to carry out United States foreign policy, including diplomacy and treaties; economic, military, and humanitarian aid; and sanctions and military intervention</p> <p>The student exhibits no major errors or omissions.</p>	DOK 2	<p>Learning Target 1: 1 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: diplomacy, foreign policy, treaty, sanction, humanitarian aid, military intervention</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Identify examples of economic, military, and humanitarian aid</p> <p>Learning Target 3: Identify ways the United States carries out diplomacy</p> <p>Learning Target 4: Identify reasons for the United States imposing sanctions and carrying out military intervention</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 1	<p>Learning Target 1: 6 Selected Response Learning Target 2: 3 Selected Response Learning Target 3: 3 Selected Response Learning Target 4: 3 Selected Response OR Personal Communication for any learning target</p>

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG12 Describe the tools used to carry out United States foreign policy, including diplomacy and treaties; economic, military, and humanitarian aid; and sanctions and military intervention. Govn/Civics

	Proficiency Scale	DOK	Evidence
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
Scale Notes for Teachers		ELA Writing Standard(s): ELACC9-10WHST2 ELA Reading Standard(s): ELACC9-10RH1, ELACC9-10RH3, ELACC9-10RH4	

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG13.d Demonstrate knowledge of the operation of the judicial branch of government. Describe how the Supreme Court selects and decides cases. Govn/Civics

	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Examine the process of selecting a case for decision by the Supreme Court and analyze one landmark Supreme Court case; draw a conclusion about why the justices agreed to hear the case and how the majority and dissenting opinions differed</p>	DOK 3	<p>Learning Target 1: 1 Performance Task OR 1 Extended Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p>The student will</p> <p>Learning Target 1: Describe how the Supreme Court selects and decides cases</p> <p>The student exhibits no major errors or omissions.</p>	DOK 2	<p>Learning Target 1: 1 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: precedent, writ of certiorari, rule of four, majority opinion, concurring opinion, dissenting opinion</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Describe the process the Supreme Court takes in considering cases and writing the court's opinion Learning Target 3: Describe the responsibilities of the Chief Justice and Associate Justices</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 1	<p>Learning Target 1: 6 Selected Response Learning Target 2: 3 Selected Response Learning Target 3: 3 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG13.d Demonstrate knowledge of the operation of the judicial branch of government. Describe how the Supreme Court selects and decides cases. Govn/Civics

	Proficiency Scale	DOK	Evidence
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
Scale Notes for Teachers		ELA Writing Standard(s): ELACC9-10WHST1 ELA Reading Standard(s): ELACC9-10RH4	

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG14.e Demonstrate knowledge of the criminal justice process. Contrast the procedures related to civil suits with criminal proceedings. Govn/Civics

	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Analyze the due process protections provided in the 4th, 5th, 6th, and 8th Amendments</p>	DOK 3	<p>Learning Target 1: 1 Performance Task OR 1 Extended Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p>The student will</p> <p>Learning Target 1: Contrast the procedures related to civil suits with criminal proceedings</p> <p>The student exhibits no major errors or omissions.</p>	DOK 2	<p>Learning Target 1: 1 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: prosecution, defendant, plaintiff, appeal, jury, decision, complaint</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Determine the purpose of a civil case and criminal case</p> <p>Learning Target 3: Determine the standards and burdens of proof in a civil case and criminal case</p> <p>Learning Target 4: Determine the type of punishment given in a civil case and criminal case</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 1	<p>Learning Target 1: 7 Selected Response Learning Target 2: 2 Selected Response Learning Target 3: 4 Selected Response Learning Target 4: 4 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG14.e Demonstrate knowledge of the criminal justice process. Contrast the procedures related to civil suits with criminal proceedings. Govn/Civics

	Proficiency Scale	DOK	Evidence
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
Scale Notes for Teachers		DBQ: DBQ Project Civics Mini-Q "Is the American Jury System a Good Idea?" ELA Writing Standard(s): ELACC9-10WHST1 ELA Reading Standard(s): ELACC9-10RH4	

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG15.a Demonstrate knowledge of local, state, and national elections. Describe the historical development, organization, role, and constituencies of political parties. Govn/Civics

	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Describe and analyze the role of political parties in the election and governing processes and research how political parties target their propaganda to certain constituencies</p>	DOK 3	<p>Learning Target 1: 1 Performance Task OR 1 Extended Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p>The student will</p> <p>Learning Target 1: Describe the historical development, organization, role, and constituencies of political parties</p> <p>The student exhibits no major errors or omissions.</p>	DOK 2	<p>Learning Target 1: 1 Constructed Response OR 4 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: political party, partisanship, minor party, major party, two-party system</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Describe the ideology of the major political parties Learning Target 3: Describe the history of the two dominant political parties</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 2	<p>Learning Target 1: 5 Selected Response Learning Target 2: 1 Constructed Response OR 3 Selected Response Learning Target 3: 1 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG15.a Demonstrate knowledge of local, state, and national elections. Describe the historical development, organization, role, and constituencies of political parties. Govn/Civics

	Proficiency Scale	DOK	Evidence
	<p>Scale Notes for Teachers</p>		<p>DBQ: DBQ Project Civics Mini-Q "Campaign Propaganda: Which Strategies Would You Use?" ELA Writing Standard(s): ELACC9-10WHST4 ELA Reading Standard(s): ELACC9-10RH4</p>

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG15.b Demonstrate knowledge of local, state, and national elections. Describe the nomination and election process. <i>Govn/Civics</i>			
	Proficiency Scale	DOK	Evidence
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Analyze the effectiveness and fairness of the Electoral College in representing the will of the people in a presidential election</p>	DOK 3	<p>Learning Target 1: 1 Performance Task OR 3 Constructed Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p>The student will</p> <p>Learning Target 1: Describe the nomination and election process</p> <p>The student exhibits no major errors or omissions.</p>	DOK 2	<p>Learning Target 1: 1 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: nomination, Electoral College, election, precinct, ballot, presidential primary</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Identify the steps in the nomination process at the national level</p> <p>Learning Target 3: Identify the major goals of each party at the national convention</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 1	<p>Learning Target 1: 7 Selected Response Learning Target 2: 3 Selected Response Learning Target 3: 3 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		

American Government/Civics GSE Learning Map

Prioritized Standard: SSCG15.b Demonstrate knowledge of local, state, and national elections. Describe the nomination and election process. <i>Govn/Civics</i>		
	Proficiency Scale	DOK Evidence
	Scale Notes for Teachers	DBQ: DBQ Project Civics Mini-Q "Should Americans Be Required to Vote?" or "Should the Electoral College Be Abolished?" ELA Writing Standard(s): ELACC9-10WHST1, ELACC9-10WHST2 ELA Reading Standard(s): ELACC9-10RH4, ELACC9-10RH6