



Lowndes County
PUBLIC SCHOOLS

US Government/Economics - High School Social Studies Curriculum Resources

Curriculum Overview

[The Alabama Course of Study: Social Studies](#) provides the framework for the K-12 study of Social Studies in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

US Government/Economics Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit Name	Priority Standards	Supporting Standards

UNIT 1: [Unit Name]	DURATION: [# of weeks]
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CONTENT STANDARDS

PRIORITY STANDARDS •	SUPPORTING STANDARDS •
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) • Week 1: •	KEY VOCABULARY •
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ESSENTIAL QUESTION(S) •	PRIOR KNOWLEDGE •
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

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RTI	EXTENSION OPPORTUNITIES
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UNIT 2: [Unit Name]	DURATION: [# of weeks]
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CONTENT STANDARDS

PRIORITY STANDARDS •	SUPPORTING STANDARDS •
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) • Week 1: •	KEY VOCABULARY •
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ESSENTIAL QUESTION(S) •	PRIOR KNOWLEDGE •
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

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RTI	EXTENSION OPPORTUNITIES
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UNIT 3: [Unit Name]	DURATION: [# of weeks]
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CONTENT STANDARDS	
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PRIORITY STANDARDS •	SUPPORTING STANDARDS •
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

KEY COMPONENTS	
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LEARNING TARGETS (incremental learning target by week) • Week 1: •	KEY VOCABULARY •
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ESSENTIAL QUESTION(S) •	PRIOR KNOWLEDGE •
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES	
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RTI	EXTENSION OPPORTUNITIES
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UNIT 4: [Unit Name]

DURATION: [# of weeks]

CONTENT STANDARDS

PRIORITY STANDARDS

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SUPPORTING STANDARDS

-

KNOWLEDGE (students need to know):

SKILLS (students need to be able to do):

BLOOM'S TAXONOMY

QUAD

ACT

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Week 1:
-

KEY VOCABULARY

-

ESSENTIAL QUESTION(S)

-

PRIOR KNOWLEDGE

-

FORMATIVE ASSESSMENT

SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

RTI

EXTENSION OPPORTUNITIES

UNIT 5: [Unit Name]	DURATION: [# of weeks]
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CONTENT STANDARDS	
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PRIORITY STANDARDS •	SUPPORTING STANDARDS •
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

KEY COMPONENTS	
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LEARNING TARGETS (incremental learning target by week) • Week 1: •	KEY VOCABULARY •
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ESSENTIAL QUESTION(S) •	PRIOR KNOWLEDGE •
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES	
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RTI	EXTENSION OPPORTUNITIES
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UNIT 6: [Unit Name]	DURATION: [# of weeks]
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CONTENT STANDARDS	
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PRIORITY STANDARDS •	SUPPORTING STANDARDS •
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

KEY COMPONENTS	
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LEARNING TARGETS (incremental learning target by week) • Week 1: •	KEY VOCABULARY •
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ESSENTIAL QUESTION(S) •	PRIOR KNOWLEDGE •
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES	
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RTI	EXTENSION OPPORTUNITIES
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UNIT 7: [Unit Name]

DURATION: [# of weeks]

CONTENT STANDARDS

PRIORITY STANDARDS

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SUPPORTING STANDARDS

-

KNOWLEDGE (students need to know):

SKILLS (students need to be able to do):

BLOOM'S TAXONOMY

QUAD

ACT

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Week 1:
-

KEY VOCABULARY

-

ESSENTIAL QUESTION(S)

-

PRIOR KNOWLEDGE

-

FORMATIVE ASSESSMENT

SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

RTI

EXTENSION OPPORTUNITIES

Recurring Standards

These standards are integral to ELA and are emphasized in multiple grade levels. Students must utilize these necessary skills daily as they build their knowledge base, strengthen existing abilities, and strive to master each grade level's standards.

Knowledge - Students need to know... <ul style="list-style-type: none">•	Skills - Students need to be able to do... <ul style="list-style-type: none">•	
Learning Targets <ul style="list-style-type: none">••	Bloom's Taxonomy:	Quad:
Key Vocabulary: <ul style="list-style-type: none">•	Examples, Activities, & Helpful Resources:	