CURRICULUM COURSE OUTLINE

Course Name(s):	**Civics**
Grade(s):	**10th**
Department:	**Social Studies**
Course Length:	**Semester**
Pre-requisite:	**None**

Textbook/Key Resource:
- Mart Grams, The Great Experiment
- Ayn Rand, Anthem

Course Description: This course in political science deals with the process of decision making at the federal, state, and local levels of government during the first quarter. The second quarter focuses on the Constitution and Bill of Rights.

Standards:
1. Assess cultures and cultural diversity.
2. Analyze the ways human beings view themselves past and present.
3. Synthesize the relationships among people, places and environments.
4. Characterize individual development and identity.
5. Analyze the interactions among individuals, groups, and institutions.
6. Summarize how people create maintain, and change structures of power, authority, and government.
7. Evaluate how people organize for the production, distribution, and consumption of goods and services.
8. Synthesize relationships among science, technology, and society.
9. Analyze global connections and interdependence.
10. Evaluate the ideals, principles, and practices of citizenship in a republic.

Unit 1: Intro to Political Thought	Unit Length: 1 month

Students will know:	Students will be able to:

I. Philosophy—The Real World
    A. Introduction to Class
    B. How to Think
        1. How to Study
        2. Logic
        3. Who Are You?
    C. State of nature
        1. What are the Big Questions?
    D. The Nature of man
        1. Nature
        2. Purpose
    E. Purposes of Government
        1. Philosophies of Government
            a. Ancient World
            b. Scholastics
            c. Machiavelli
            d. Hobbes and Locke
            e. The Scottish Enlightenment
            f. The French
            g. Ayn Rand
        2. Natural Rights Philosophy
            a. The Individual
            b. Natural Rights
            c. The Forms of Government
            d. Limited Government
            e. Economic Systems
	• Analyze data for its relevance to solving problems
	• Analyze data/information from tables and graphs
	• Analyze how the principles and ideals found in a republic shape a government
	• Analyze primary source documents
	• Analyze why there are different forms of government
	• Compare and contrast philosophies of the evolution of government
	• Compare and Contrast the two major philosophies of the Founders: Hobbes and Locke
	• Compare and contrast types of governments
	• Compare the various ways sovereignty is expressed
	• Compare dictators with democratic leaders around the world in regard to political, economic, and individual rights
	• Debate the following statement: "Democracy is the best form of government"
	• Develop an articulate political and economic philosophy
	• Discuss other systems of economics including fascism, socialism and the free market
	• Discuss other systems of government including the unitary, confederacy, monarchy, and dictatorship
	• Dissect the differences between state leaders in totalitarian, authoritarian, monarchical, or representative systems
	• Explain the major responsibilities of the national government for domestic and foreign policies
	• Explain why elections are necessary in a republic
	• Express concepts graphically to demonstrate understanding
	
	(Unit 1 Continued on next page)

	Students will be able to: (cont.) • Form and defend an opinion why do many people not vote • Identify an author's point-of-view and tone • Identify how much power or influence does a citizen have • Outline the development of thoughts from Ancient times until the Revolution on the nature of Man, Government and Economics • Outline the major contributors to America's founding: Montesquieu, Rousseau, and Voltaire • Outline the major powers of the three national branches • Practice tolerance for divergent political and economic opinions • State the ideals of classical liberalism • Support a position with relevant and real-time data

Standard(s):
- SS-A.12.4 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood
- SS-A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development
- SS-B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches
- SS-B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
- SS-B.12.4 Assess the validity of different interpretations of significant historical events
- SS-B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States
- SS-B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values
- SS-B.12.14 Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity

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Standard(s): (Cont.)

- SS-C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens
- SS-C.12.2 Describe how different political systems define and protect individual human rights
- SS-C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time
- SS-C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized
- SS-C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion
- SS-C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers
- SS-C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior
- SS-C.12.9 Identify and evaluate the means through which advocates influence public policy
- SS-C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice
- SS-D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world
- SS-E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples
- SS-E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time
- SS-E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions
- SS-E.12.17 Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism

WI Information and Technology Standards:

- IT-A.12.5.4 Use media and technology to create and present information: participate in a desktop conferencing session to present and share information with others
- IT-B.12.1.1 Define the need for information: state the information problem or question in clear and concise terms
- IT-B.12.1.2 Define the need for information: relate prior knowledge to the problem or question
- IT-B.12.1.3 Define the need for information: develop specific research questions or a thesis statement based on the nature, purpose, and scope of project
- IT-B.12.1.4 Define the need for information: conduct a preliminary search to determine if the research questions or thesis statement is clear and searchable; refine and revise if necessary
- IT-B.12.2.1 Develop information-seeking strategies: identify a full range of appropriate and available information from local, national, and global sources

Unit 1: Intro to Political Thought **(cont.)**

Standard(s): (Cont.)

- IT-B.12.2.2 Develop information-seeking strategies: determine and apply evaluative criteria to prioritizing potential sources
- IT-B.12.2.3 Develop information-seeking strategies: pursue a variety of resources reflecting differing points of view, cultures, and disciplines
- IT-B.12.2.4 Develop information-seeking strategies: identify and evaluate keywords, concepts, subject headings, and descriptors for each information source
- IT-B.12.2.5 Develop information-seeking strategies: organize ideas, concepts, and issues in a manner appropriate to the subject and purpose
- IT-B.12.2.6 Develop information-seeking strategies: develop a plan to obtain needed information using a variety of research and investigative strategies (e.g., interviews, questionnaires, experiments, surveys)
- IT-B.12.3.1 Locate and access information sources: identify the different classification systems used in local school, public and post-secondary libraries, and resource agencies
- IT-B.12.3.2 Locate and access information sources: locate information using the classification system and catalog in use at a variety of libraries and resource agencies
- IT-B.12.3.3 Locate and access information sources: use increasingly complex organizational features of print and electronic resources such as cumulative and cross-database indexes
- IT-B.12.3.4 Locate and access information sources: use different search strategies for bibliographic citations, abstracts, and full-text resources in electronic formats
- IT-B.12.3.5 Locate and access information sources: construct effective electronic and manual searches using keywords, phrases, Boolean logic, and limiters
- IT-B.12.3.6 Locate and access information sources: determine when to use general or specialized print and electronic reference tools
- IT-B.12.3.7 Locate and access information sources: compare, evaluate, and select appropriate Internet search engines and directories
- IT-B.12.4.1 Evaluate and select information from a variety of print, nonprint, and electronic formats: select information clearly related to the problem or question
- IT-B.12.4.2 Evaluate and select information from a variety of print, nonprint, and electronic formats: evaluate information for stereotyping, prejudice, and misrepresentation
- IT-B.12.4.3 Evaluate and select information from a variety of print, nonprint, and electronic formats: distinguish among fact, opinion, point of view, and inference
- IT-B.12.4.4 Evaluate and select information from a variety of print, nonprint, and electronic formats: determine if sources are authoritative, valid, reliable, accurate, relevant, and comprehensive
- IT-B.12.4.5 Evaluate and select information from a variety of print, nonprint, and electronic formats: evaluate graphic images for misleading presentation and manipulated data
- IT-B.12.4.6 Evaluate and select information from a variety of print, nonprint, and electronic formats: determine authorship for all resources and identify points of agreement and disagreement among sources
- IT-B.12.4.7 Evaluate and select information from a variety of print, nonprint, and electronic formats: select information in formats and genre most appropriate to content

(Unit 1 Continued on next page)

Unit 1: Intro to Political Thought **(cont.)**

Standard(s): (Cont.)

- IT-B.12.6.1 Interpret and use information to solve the problem or answer the question: interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills
- IT-B.12.6.2 Interpret and use information to solve the problem or answer the question: synthesize new ideas, evidence, and prior knowledge to address the problem or question
- IT-B.12.6.3 Interpret and use information to solve the problem or answer the question: draw conclusions and support them with credible evidence
- IT-B.12.7.1 Communicate the results of research and inquiry in an appropriate format: determine the audience and purpose for communicating the information
- IT-B.12.8.1 Evaluate the information product and process: establish the criteria to be used in judging both the product (or presentation) and the process
- IT-C.12.4.1 Demonstrate self-motivation and increasing responsibility for their learning: make decisions about group and classroom projects and learning objectives
- IT-C.12.4.2 Demonstrate self-motivation and increasing responsibility for their learning: identify topics for independent study to meet individual learning needs and interests
- IT-C.12.4.3 Demonstrate self-motivation and increasing responsibility for their learning: develop and apply criteria for judging success of learning projects
- IT-C.12.4.4 Demonstrate self-motivation and increasing responsibility for their learning: establish goals, plans, budgets, and timelines for completing a project
- IT-C.12.4.5 Demonstrate self-motivation and increasing responsibility for their learning: recognize gaps in personal knowledge and apply strategies for addressing them
- IT-C.12.4.6 Demonstrate self-motivation and increasing responsibility for their learning: evaluate progress and quality of personal learning
- IT-C.12.4.7 Demonstrate self-motivation and increasing responsibility for their learning: articulate personal goals in pursuit of individual interests, academic requirements, and career paths
- IT-D.12.1.5 Participate productively in workgroups or other collaborative learning environments: allocate time for a project based on an inventory of the responsibilities of workgroup members

WI Environmental Education Standards

- EV-A.12.3 Evaluate personal investigations* and those of others, critiquing procedures, results, and sources of data and suggest improvements to the investigation* (see LA Research; MA Process)
- EV-B.12.9 Evaluate ways in which technology has expanded our ability to alter the environment and its capacity to support humans and other living organisms
- EV-B.12.15 Describe changes* in the rates of human population growth in various societies and the factors associated with those changes* related to economic and environmental sustainability*
- EV-C.12.2 Explain the factors that contribute to the development of individual and societal values* (see SS The Behavioral Sciences: Individuals, Institutions, and Society)

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Unit 1: Intro to Political Thought **(cont.)**

Standard(s): (Cont.)
- EV-C.12.3 Maintain a historical perspective when researching environmental issues;* include past, present, and future considerations (see SC Connections)
- EV-D.12.3 Describe the range of political and legal options available to resolve an environmental problem;* state for each the costs, benefits, and limitations of effectiveness in practice; and select and defend the best option (see SS Economics: Production, Distribution, Exchange, Consumption)
- EV-D.12.4 Describe the rights and responsibilities of citizenship in regard to environmental problems* and issues* (see LA Oral Language)
- EV-E.12.1 Articulate their personal beliefs* regarding their relationship to the environment (see LA Oral Language)

Unit 2: History of American Government	Unit Length: 1 month

Students will know:	Students will be able to:

I. English Roots
    A. Magna Carta
    B. Civil War
    C. Bill of Rights
    D. Development of English Law
II. Colonial Governments
    A. Royal Colonies
    B. Proprietary Colonies
    C. Charter Colonies
        1. Mayflower Compact
        2. Massachusetts Colony
        3. Connecticut Colony
    D. The Revolution
        1. French and Indian War
        2. British Actions/Taxation
        3. Colonial Responses
    E. The Declaration of Independence
        1. Equality
        2. Rights
        3. Purpose of Government
        4. Consent
        5. Dissent
    F. New States
        1. Legislative Supremacy
        2. Massachusetts
    G. The Articles of Confederation
        1. Gains
        2. Weaknesses
        3. Shays' Rebellion
	• Acknowledge the external factors that influence elections
	• Analyze data for its relevance to solving problems
	• Analyze data/information from tables and graphs
	• Analyze how the principles and ideals found in a republic shape a government
	• Analyze primary source documents
	• Compare and Contrast the two major philosophies of the Founders: Hobbes and Locke
	• Compare and Contrast the various checks and balances within the American Constitutional System
	• Debate solutions for contemporary issues
	• Debate the following statement: "Democracy is the best form of government"
	• Debate whether civic participation is essential to the democratic process
	• Debate whether nations should encourage interdependence
	• Develop an articulate political and economic philosophy
	• Discuss the Founding Fathers ideals and philosophies upon which the US are based
	• Discuss the limits of Indian sovereignty.
	• Explain the major responsibilities of the national government for domestic and foreign policies
	• Express concepts graphically to demonstrate understanding
	• Identify an author's point-of-view and tone
	• Outline the causes and effects of the Revolution
	• Outline the major contributors to America's founding: Montesquieu, Rousseau, and Voltaire
	
	(Unit 2 Continued on next page)

	Students will be able to: (Cont.)
	• Outline the major powers of the three national branches
	• Practice tolerance for divergent political and economic opinions
	• Recite the Declaration of Independence
	• Recite the Gettysburg Address
	• Recite the Preamble
	• Sequence of events from Independence to the ratification of the Constitution? (1776-1789)
	• Support a position with relevant and real-time data

Standard(s):

- SS-A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood
- SS-B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches
- SS-B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
- SS-B.12.3 Recall, select, and analyze significant historical periods and the relationships among them
- SS-B.12.4 Assess the validity of different interpretations of significant historical events
- SS-B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments
- SS-B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States
- SS-B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created
- SS-B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history
- SS-B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war
- SS-B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

(Unit 2 Continued on next page)

Standard(s): (Cont.)

- SS-B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions
- SS-B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved
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- SS-B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved
- SS-B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world
- SS-C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens
- SS-C.12.2 Describe how different political systems define and protect individual human rights
- SS-C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time
- SS-C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized
- SS-C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion
- SS-C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers
- SS-C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior
- SS-C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice
- SS-C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals
- SS-C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust
- SS-C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women
- SS-D.12.3 Analyze and evaluate the role of Wisconsin and the United States in the world economy
- SS-D.12.8 Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade

Unit 2: History of American Government **(cont.)**

Standard(s): (Cont.)

- SS-D.12.11 Explain how interest rates are determined by market forces that influence the amount of borrowing and saving done by investors, consumers, and government officials
- SS-D.12.13 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies
- SS-E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development
- SS-E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world
- SS-E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices
- SS-E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions
- SS-E.12.17 Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism

WI Information and Technology Standards:

- IT-B.12.1.1 Define the need for information: state the information problem or question in clear and concise terms
- IT-B.12.1.2 Define the need for information: relate prior knowledge to the problem or question
- IT-B.12.1.3 Define the need for information: develop specific research questions or a thesis statement based on the nature, purpose, and scope of project
- IT-B.12.1.4 Define the need for information: conduct a preliminary search to determine if the research questions or thesis statement is clear and searchable; refine and revise if necessary
- IT-B.12.2.1 Develop information-seeking strategies: identify a full range of appropriate and available information from local, national, and global sources
- IT-B.12.2.2 Develop information-seeking strategies: determine and apply evaluative criteria to prioritizing potential sources
- IT-B.12.2.3 Develop information-seeking strategies: pursue a variety of resources reflecting differing points of view, cultures, and disciplines
- IT-B.12.2.4 Develop information-seeking strategies: identify and evaluate keywords, concepts, subject headings, and descriptors for each information source
- IT-B.12.2.5 Develop information-seeking strategies: organize ideas, concepts, and issues in a manner appropriate to the subject and purpose
- IT-B.12.2.6 Develop information-seeking strategies: develop a plan to obtain needed information using a variety of research and investigative strategies (e.g., interviews, questionnaires, experiments, surveys)
- IT-B.12.3.1 Locate and access information sources: identify the different classification systems used in local school, public and post-secondary libraries, and resource agencies
- IT-B.12.3.2 Locate and access information sources: locate information using the classification system and catalog in use at a variety of libraries and resource agencies

(Unit 2 Continued on next page)

Unit 2: History of American Government **(cont.)**

Standard(s): (Cont.)

- IT-B.12.3.3 Locate and access information sources: use increasingly complex organizational features of print and electronic resources such as cumulative and cross-database indexes
- IT-B.12.3.4 Locate and access information sources: use different search strategies for bibliographic citations, abstracts, and full-text resources in electronic formats
- IT-B.12.3.5 Locate and access information sources: construct effective electronic and manual searches using keywords, phrases, Boolean logic, and limiters
- IT-B.12.3.6 Locate and access information sources: determine when to use general or specialized print and electronic reference tools
- IT-B.12.3.7 Locate and access information sources: compare, evaluate, and select appropriate Internet search engines and directories
- IT-B.12.4.1 Evaluate and select information from a variety of print, nonprint, and electronic formats: select information clearly related to the problem or question
- IT-B.12.4.2 Evaluate and select information from a variety of print, nonprint, and electronic formats: evaluate information for stereotyping, prejudice, and misrepresentation
- IT-B.12.4.3 Evaluate and select information from a variety of print, nonprint, and electronic formats: distinguish among fact, opinion, point of view, and inference
- IT-B.12.4.4 Evaluate and select information from a variety of print, nonprint, and electronic formats: determine if sources are authoritative, valid, reliable, accurate, relevant, and comprehensive
- IT-B.12.4.5 Evaluate and select information from a variety of print, nonprint, and electronic formats: evaluate graphic images for misleading presentation and manipulated data
- IT-B.12.4.6 Evaluate and select information from a variety of print, nonprint, and electronic formats: determine authorship for all resources and identify points of agreement and disagreement among sources
- IT-B.12.4.7 Evaluate and select information from a variety of print, nonprint, and electronic formats: select information in formats and genre most appropriate to content
- IT-B.12.5.1 Record and organize information: use data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting
- IT-B.12.5.2 Record and organize information: follow standardized notetaking processes and compile bibliographic information in an approved format
- IT-B.12.5.3 Record and organize information: credit sources for all quotations, visuals, major ideas, and specific facts or data using accepted citation formats
- IT-B.12.5.4 Record and organize information: analyze and relate information using a variety of relational techniques (e.g., graphic organizers, database reports, spreadsheet charts, graphs)
- IT-B.12.5.5 Record and organize information: organize information in systematic manner for unity, coherence, clarity, and emphasis
- IT-B.12.5.6 Record and organize information: compile a bibliography in a format stipulated by an accepted manual of style
- IT-B.12.6.1 Interpret and use information to solve the problem or answer the question: interpret new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills

(Unit 2 Continued on next page)

Unit 2: History of American Government **(cont.)**

Standard(s): (Cont.)

- IT-B.12.6.2 Interpret and use information to solve the problem or answer the question: synthesize new ideas, evidence, and prior knowledge to address the problem or question
- IT-B.12.6.3 Interpret and use information to solve the problem or answer the question: draw conclusions and support them with credible evidence
- IT-B.12.7.1 Communicate the results of research and inquiry in an appropriate format: determine the audience and purpose for communicating the information
- IT-B.12.7.2 Communicate the results of research and inquiry in an appropriate format: compare strengths and weaknesses of possible presentation methods and products
- IT-B.12.7.3 Communicate the results of research and inquiry in an appropriate format: select the most appropriate format for the product or presentation
- IT-B.12.7.4 Communicate the results of research and inquiry in an appropriate format: develop a product or presentation that utilizes the strengths of the medium and supports the conclusions drawn in the research effort
- IT-B.12.8.1 Evaluate the information product and process: establish the criteria to be used in judging both the product (or presentation) and the process
- IT-B.12.8.2 Evaluate the information product and process: assess how well the research conclusions and product satisfy the defined information need
- IT-B.12.8.3 Evaluate the information product and process: critique the process and identify steps which need further study, skill development, or practice
- IT-B.12.8.4 Evaluate the information product and process: evaluate how the research question or problem, search strategy, resources, and interpretation could have been expanded or modified
- IT-C.12.2.2 Appreciate and derive meaning from literature and other creative expressions of information: apply personal criteria for choosing literature and other creative expressions of information
- IT-C.12.2.3 Appreciate and derive meaning from literature and other creative expressions of information: relate literature and other creative expressions of information to personal experiences
- IT-C.12.2.4 Appreciate and derive meaning from literature and other creative expressions of information: compare and contrast examples of literature and creative expressions of information with other examples of literature and creative expressions of information
- IT-C.12.3.1 Develop competence and selectivity in reading, listening, and viewing: choose materials at appropriate developmental levels
- IT-C.12.3.2 Develop competence and selectivity in reading, listening, and viewing: identify and select materials that reflect diverse perspectives
- IT-C.12.3.3 Develop competence and selectivity in reading, listening, and viewing: contrast characteristics of common literary forms
- IT-C.12.3.4 Develop competence and selectivity in reading, listening, and viewing: evaluate how words, images, sounds, and illustrations are constructed to convey specific messages, viewpoints, and values to shape attitudes and influence action
- IT-C.12.4.1 Demonstrate self-motivation and increasing responsibility for their learning: make decisions about group and classroom projects and learning objectives

(Unit 2 Continued on next page)

Unit 2: History of American Government **(cont.)**

Standard(s): (Cont.)

- IT-C.12.4.2 Demonstrate self-motivation and increasing responsibility for their learning: identify topics for independent study to meet individual learning needs and interests
- IT-C.12.4.3 Demonstrate self-motivation and increasing responsibility for their learning: develop and apply criteria for judging success of learning projects
- IT-C.12.4.4 Demonstrate self-motivation and increasing responsibility for their learning: establish goals, plans, budgets, and timelines for completing a project
- IT-C.12.4.5 Demonstrate self-motivation and increasing responsibility for their learning: recognize gaps in personal knowledge and apply strategies for addressing them
- IT-C.12.4.6 Demonstrate self-motivation and increasing responsibility for their learning: evaluate progress and quality of personal learning
- IT-C.12.4.7 Demonstrate self-motivation and increasing responsibility for their learning: articulate personal goals in pursuit of individual interests, academic requirements, and career paths
- IT-D.12.1.1 Participate productively in workgroups or other collaborative learning environments: collaborate with others to design and develop information products and solutions
- IT-D.12.1.2 Participate productively in workgroups or other collaborative learning environments: incorporate effective group processes and shared decision-making in project development
- IT-D.12.1.3 Participate productively in workgroups or other collaborative learning environments: specify and detail workgroup goals and individual and subgroup responsibilities
- IT-D.12.1.4 Participate productively in workgroups or other collaborative learning environments: finalize workgroup strategies, resources, budget, and timeline
- IT-D.12.1.5 Participate productively in workgroups or other collaborative learning environments: allocate time for a project based on an inventory of the responsibilities of workgroup members
- IT-D.12.1.6 Participate productively in workgroups or other collaborative learning environments: complete specific projects within a timeline and budget
- IT-D.12.1.7 Participate productively in workgroups or other collaborative learning environments: critique completed projects and workgroup processes for future improvement
- IT-D.12.2.1 Use information, media, and technology in a responsible manner: return all borrowed materials on time
- IT-D.12.2.2 Use information, media, and technology in a responsible manner: assess the need for different information policies and user agreements in a variety of settings (e.g., private employer, university, government agency)
- IT-D.12.2.3 Use information, media, and technology in a responsible manner: demonstrate use of the Internet and other resources consistent with acceptable use policies
- IT-D.12.2.4 Use information, media, and technology in a responsible manner: recognize that using media or technology to defame, libel, or misrepresent another person or group constitutes unacceptable behavior

(Unit 2 Continued on next page)

Standard(s): (Cont.)

- IT-D.12.2.5 Use information, media, and technology in a responsible manner: identify and define consequences of violations to the school's policies on media and technology use
- IT-D.12.2.6 Use information, media, and technology in a responsible manner: recognize the need for privacy of certain data files or documents
- IT-D.12.3.1 Respect intellectual property rights: explain the difference between copyright and copyright registration
- IT-D.12.3.2 Respect intellectual property rights: explain why "fair use" is permitted for educational purposes but not in "for profit" situations
- IT-D.12.3.3 Respect intellectual property rights: distinguish among freeware, shareware, and commercial software
- IT-D.12.3.4 Respect intellectual property rights: recognize the legal consequences of plagiarism and the need for personal authenticity in their work
- IT-D.12.3.5 Respect intellectual property rights: explain conditions under which permission must be obtained for the use of copyrighted materials
- IT-D.12.3.6 Respect intellectual property rights: describe how to correspond with authors, publishers, or producers to obtain permission to use copyrighted materials in their work
- IT-D.12.4.1 Recognize the importance of intellectual freedom and access to information in a democratic society: summarize how the basic principles of democracy relate to intellectual freedom
- IT-D.12.4.2 Recognize the importance of intellectual freedom and access to information in a democratic society: distinguish between intellectual freedom as it relates to children versus adults
- IT-D.12.4.3 Recognize the importance of intellectual freedom and access to information in a democratic society: investigate a specific censorship situation (e.g., challenge to a book or magazine in a local library)
- IT-D.12.4.4 Recognize the importance of intellectual freedom and access to information in a democratic society: recommend strategies for ensuring that others have equitable access to information, media resources, and technology
- IT-D.12.4.5 Recognize the importance of intellectual freedom and access to information in a democratic society: project what conditions might result if intellectual freedom were ignored in their own community or in the United States

WI Environmental Education Standards

- EV-B.12.10 Identify and evaluate multiple uses of natural resources* and how society* is influenced by the availability of these resources
- EV-B.12.11 Assess how changes in the availability and use of natural resources* (especially water and energy* sources) will affect society and human activities; such as, transportation, agricultural systems, manufacturing
- EV-B.12.13 Analyze how different political and governmental systems manage resource development, distribution, consumption, and waste* disposal (see SS Political Science and Citizenship: Power, Authority, Governance, and Responsibility)

(Unit 2 Continued on next page)

Unit 2: History of American Government **(cont.)**

Standard(s): (Cont.)

- EV-B.12.16 Analyze how natural resource* ownership and trade influences relationships in local, national, and global economies (see SS The Behavioral Sciences: Individuals, Institutions, and Society)
- EV-B.12.19 Illustrate how environmental quality affects the economic well-being of a community
- EV-C.12.2 Explain the factors that contribute to the development of individual and societal values* (see SS The Behavioral Sciences: Individuals, Institutions, and Society)
- EV-D.12.4 Describe the rights and responsibilities of citizenship in regard to environmental problems* and issues* (see LA Oral Language)
- EV-D.12.7 Analyze political, educational, economic, and governmental influences on environmental issues,* and identify the role of citizens* in policy formation (see SS Political Science and Citizenship: Power, Authority, Governance, and Responsibility)
- EV-D.12.8 Use cost-benefit analysis to evaluate proposals to improve environmental quality
- EV-E.12.1 Articulate their personal beliefs* regarding their relationship to the environment (see LA Oral Language)

Unit 3: The US Constitution	Unit Length: 1 month

Students will know:
I. Convention
    A. Delegates
    B. Plans
        1. Virginia
        2. New Jersey
        3. Hamilton's
        4. Dickinson
        5. Pinckney
        6. Hamilton
    C. Compromises
        1. Connecticut Compromise
        2. Slavery Issues
        3. DC
        4. Taxes
    D. The Legislature
    E. The Executive
    F. The Courts
    G. Bureaucracy
    H. Preamble
    I. Ratification
        1. Federalists
        2. Anti-Federalists
    J. The Final Document and Amendments

Students will be able to:
- Analyze data for its relevance to solving problems
- Analyze data/information from tables and graphs
- Analyze how the principles and ideals found in a republic shape a government
- Analyze primary source documents
- Analyze the duties and responsibilities of the President of the United States
- Analyze the duties and responsibilities of the Vice President of the United States
- Analyze the requirements involved in becoming a United States Representative, and the responsibilities involved in the position
- Analyze the requirements involved in becoming a United States Senator, and the responsibilities involved in the position
- Analyze the structure and function of the judicial branch of government, including the federal court system and jurisdiction
- Analyze the structure and functions of the executive branch of government, including the constitutional powers of the presidency, the growth of presidential powers, and the role of the Cabinet and executive departments
- Analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the roles of committees, and the procedure for enacting laws
- Analyze the United States Supreme Court, its members, its theories, and its responsibility to the American Constitution
- Analyze the various functions of selected independent executive agencies and regulatory commissions such as NASA and the FCC

(Unit 3 Continued on next page)

	Students will be able to: (cont.)
	• Compare and Contrast the two major philosophies of the Founders: Hobbes and Locke
	• Compare and Contrast the various checks and balances within the American Constitution
	• Compare and contrast the voices of the people in a democracy most commonly conveyed
	• Compare and contrast types of governments
	• Compare the three levels of the federal judicial branch, their duties, responsibilities, and obligations
	• Debate solutions for contemporary issues
	• Debate the following statement: "Democracy is the best form of government"
	• Debate whether civic participation is essential to the democratic process
	• Debate whether nations should encourage interdependence
	• Describe the different roles of citizens and non-citizens
	• Develop an articulate political and economic philosophy
	• Discuss the cabinet offices and their duties and responsibilities
	• Discuss the Founding Fathers ideals and philosophies upon which the US are based
	• Explain how certain provisions of the US Constitution provide for checks and balances among the three branches of Government
	• Explain the differences between the three branches of government: executive, legislative, and judicial, and how they offices are obtained
	• Explain the organization of the executive branch of the federal government
	• Express concepts graphically to demonstrate understanding
	(Unit 3 Continued on next page)

	Students will be able to: (cont.)
	• Identify an author's point-of-view and tone
	• Outline the major contributors to America's founding: Montesquieu, Rousseau, and Voltaire
	• Outline the major powers of the three national branches
	• Practice tolerance for divergent political and economic opinions
	• Sequence of events from Independence to the ratification of the Constitution? (1776-1789)
	• State the ideals of classical liberalism
	• Support a position with relevant and real-time data

Standard(s):

- SS-B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches
- SS-B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
- SS-B.12.3 Recall, select, and analyze significant historical periods and the relationships among them
- SS-B.12.4 Assess the validity of different interpretations of significant historical events
- SS-B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments
- SS-B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States
- SS-B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world
- SS-C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens
- SS-C.12.2 Describe how different political systems define and protect individual human rights
- SS-C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time

(Unit 3 Continued on next page)

Unit 3: The US Constitution **(cont.)**

Standard(s):
- SS-C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized
- SS-C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion
- SS-C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers
- SS-C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice
- SS-C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals
- SS-D.12.1 Explain how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices
- SS-D.12.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time
- SS-E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time
- SS-E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions.

Unit 4: Rights	Unit Length: 3 Weeks

Students will know:	Students will be able to:

I. Judicial Review
    A. Original Intent
    B. Perspective of History
    C. Liberal Intent
II. Bill of Rights
    A. Who is a Citizen?
    B. Religious Issues
    C. Freedoms of Expressions
    D. Due Process
    E. Equal protection
III. Voting
    A. Voting Qualifications
    B. Amendments on Suffrage
    C. Political Parties and Elections
	• Acknowledge the external factors that influence elections
	• Analyze data for its relevance to solving problems
	• Analyze data/information from tables and graphs
	• Analyze how the principles and ideals found in a republic shape a government
	• Analyze primary source documents
	• Analyze the Fifth through Eighth Amendments as well as the Fourteenth regarding rights of the accused.
	• Analyze the Fourth Amendment through cases of Mapp v Ohio, California v. Greenwood, New Jersey v. T.L.O. and Maryland v Buie
	• Analyze the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism and majority rule.
	• Analyze the Second Amendment right to bear arms through cases: US v Cruikshank, Presser v Illinois, U.S. v. Miller and Morton Grove
	• Analyze the United States Supreme Court, its members, its theories, and its responsibility to the American Constitution
	• Articulate the development in more democracy with electoral Amendments
	• Compare and contrast the voices of the people in a democracy most commonly conveyed
	• Compare the three levels of the federal judicial branch, their duties, responsibilities, and obligations
	• Compare the various ways sovereignty is expressed.
	• Compare dictators with democratic leaders around the world in regard to political, economic, and individual rights
	
	(Unit 4 Continued on next page)

Unit 4: Rights **(cont.)**

	Students will be able to: (Cont.)
	• Debate if any government should place limitations on individual rights
	• Debate solutions for contemporary issues
	• Debate whether civic participation is essential to the democratic process
	• Describe the different roles of citizens and non-citizens
	• Develop an articulate political and economic philosophy
	• Discuss due process rights of the victim v. rights of the accused
	• Discuss rights of juveniles v. adults in regard to the Fourth Amendment "right to privacy"
	• Discuss the limits to freedom of expression
	• Explain the importance of due process rights to the protection of the individual rights and to the limits on the powers of the government.
	• Explain the two-party system's influences on elections
	• Explain why elections are necessary in a republic
	• Express concepts graphically to demonstrate understanding
	• Form and defend an opinion why do many people not vote
	• Identify an author's point-of-view and tone
	• Identify how much power or influence does a citizen have
	• Outline the Bill of Rights
	• Outline the various techniques of interpreting the US Constitution
	• Practice tolerance for divergent political and economic opinions
	• Self-advocate in your community, and/or country.
	• Summarize what is involved in the voting process
	• Support a position with relevant and real-time data
	(Unit 4 Continued on next page)

Unit 4: Rights **(cont.)**

Standard(s):

- SS-A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood
- SS-B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches
- SS-B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
- SS-B.12.3 Recall, select, and analyze significant historical periods and the relationships among them
- SS-B.12.4 Assess the validity of different interpretations of significant historical events
- SS-B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments
- SS-B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States
- SS-B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values
- SS-B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world
- SS-C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens
- SS-C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time
- SS-C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized
- SS-C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers
- SS-C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women
- SS-D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world
- SS-D.12.14 Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and the Federal Reserve System
- SS-E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time
- SS-E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration
- SS-E.12.17 Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism.

Unit 5: State, Local and Tribal Governments	**Unit Length:** 3 weeks

Students will know:	**Students will be able to:**

I. Federalism
    A. Evolution
    B. Constitutional Provisions
    C. 10th Amendment and Nullification
II. State Government
    A. US and Wisconsin Comparisons
    B. Wisconsin History of Government
    C. Becoming a State
    D. Wisconsin State Structure
        1. Executive Branch
        2. Legislative Branch
        3. Courts of Wisconsin
        4. Law-making in Wisconsin
        5. Financing State Government
III. Local Governments
    A. Forming Local Governments
    B. County Government
    C. Municipal Governments
        1. Towns
        2. Villages
        3. Cities
    D. Special Purpose Districts
        1. Hunting
        2. Schools
        3. Sanitation
        4. VTAE
    E. Financing Local Governments
IV. Tribal Governments
    A. Federal Indian Law History
    B. Sovereignty
    C. Trust
    D. Jurisdictions
    E. Treaties
	• Analyze data for its relevance to solving problems
	• Analyze data/information from tables and graphs
	• Analyze primary source documents
	• Analyze the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism and majority rule
	• Analyze the reasons for settlement in Wisconsin territory
	• Analyze why there are different forms of government
	• Articulate the development in more democracy with electoral Amendments
	• Compare and Contrast the various checks and balances within the American Constitutional System
	• Compare and contrast the voices of the people in a democracy most commonly conveyed
	• Compare and contrast types of governments
	• Compare national legislative process vs. state legislative process
	• Debate solutions for contemporary issues
	• Debate whether civic participation is essential to the democratic process
	• Describe how alderpersons are elected and how the city's voting districts are separated
	• Describe the different roles of citizens and non-citizens
	• Discuss current state-federal issues and how decisions might be resolved
	• Discuss rights of tribes and the State in the area of gaming
	• Discuss the limits of Indian sovereignty
	
	(Unit 5 Continued on next page)

	Students will be able to: (Cont.)
	• Explain the differences between the three branches of government: executive, legislative, and judicial, and how they offices are obtained
	• Explain the major responsibilities of the national government for domestic and foreign policies
	• Express concepts graphically to demonstrate understanding
	• Form and defend an opinion why do many people not vote
	• Identify an author's point-of-view and tone
	• Identify how much power or influence does a citizen have
	• Identify state symbols, motto and slogans
	• Outline the development of freedom in Wisconsin history
	• Outline the ethnic groups in Wisconsin history
	• Outline the major powers of the three national branches
	• Outline the rules in treaty rights within the State of Wisconsin
	• Practice tolerance for divergent political and economic opinions
	• Self-advocate in your community, and/or country
	• Summarize what is involved in the voting process
	Support a position with relevant and real-time data

Standard(s):

• SS-A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration
• SS-A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development
• SS-A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world
• SS-A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

(Unit 5 Continued on next page)

Unit 5: State, Local and Tribal Governments **(Cont.)**

Standard(s):
• SS-B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments
• SS-B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States
• SS-B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history
• SS-B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin
• SS-B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world
• SS-B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved
• SS-B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world
• SS-C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens
• SS-C.12.2 Describe how different political systems define and protect individual human rights
• SS-C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time
• SS-C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers
• SS-C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior
• SS-C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position
• SS-C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy
• SS-C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals
• SS-C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women
• SS-D.12.3 Analyze and evaluate the role of Wisconsin and the United States in the world economy
• SS-E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time
• SS-E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world
• SS-E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices

Unit 6: Issues in Government	**Unit Length:** 2-3 Weeks

Students will know:	**Students will be able to:**

I. Contemporary Issues in Civics
    A. Citizenship
    B. Second Amendment
    C. Abortion
    D. Assisted Suicide
    E. Immigration
    F. Campaign Finance
    G. Capital Punishment
    H. Medicinal Drugs
    I. Obscenity
    J. Same-sex Marriages
    K. The Media
    L. Slavery Reparation
    M. Foreign Affairs
    N. Interest Groups
    O. Taxes
    P. Oil
	• Acknowledge the external factors that influence elections
	• Analyze data for its relevance to solving problems
	• Analyze data/information from tables and graphs
	• Analyze how the principles and ideals found in a republic shape a governmentAnalyze primary source documents
	• Analyze the Second Amendment right to bear arms through cases: US v Cruikshank, Presser v Illinois, U.S. v. Miller and Morton Grove
	• Articulate the development in more democracy with electoral Amendments
	• Compare and contrast the voices of the people in a democracy most commonly conveyed
	• Compare the various ways sovereignty is expressed
	• Debate if any government should place limitations on individual rights
	• Debate solutions for contemporary issues
	• Debate the following statement: "Democracy is the best form of government"
	• Debate whether civic participation is essential to the democratic process
	• Describe the different roles of citizens and non-citizens
	• Develop an articulate political and economic philosophy
	• Discuss current state-federal issues and how decisions might be resolved
	• Discuss due process rights of the victim v. rights of the accused
	• Discuss the limits to freedom of expression
	
	(Unit 6 Continued on next page)

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Civics Class (Grade 10)

	• Explain the importance of due process rights to the protection of the individual rights and to the limits on the powers of the government
	• Explain the major responsibilities of the national government for domestic and foreign policies
	• Express concepts graphically to demonstrate understandingIdentify an author's point-of-view and tone
	• Identify how much power or influence does a citizen have
	• Practice tolerance for divergent political and economic opinions
	• Self-advocate in your community, and/or country
	• Support a position with relevant and real-time data

Standard(s):
- SS-A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment
- SS-A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world
- SS-A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood
- SS-A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries
- SS-B.12.4 Assess the validity of different interpretations of significant historical events
- SS-B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war
- SS-B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions
- SS-B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world
- SS-C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens
- SS-C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time

(Unit 6 Continued on next page)

Unit 6: Issues in Government **(Cont.)**

Standard(s):

- SS-C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion
- SS-C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers
- SS-C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior
- SS-C.12.9 Identify and evaluate the means through which advocates influence public policy
- SS-C.12.10 Identify ways people may participate effectively in community affairs and the political process
- SS-C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy
- SS-C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals
- SS-D.12.13 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies
- SS-E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
- SS-E.12.7 Use scientific methods to assess the influence of media on people's behavior and decisions
- SS-E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue
- SS-E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions
- SS-E.12.17 Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism