US Government curriculum map, 2017-18

Unit 1 will be taught from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Enduring Understanding, Strand 1: Foundational Principles**  The framework of the United States Constitution and the functions of government are guided by principles essential for our way of life. An understanding of how these principles are applied in the rule of law, government, and politics is vital in order to be a responsible and effective citizen. Students need to be able to see how the ideals found in the Constitution are present in many of the issues of the day. | | | |
| **Essential Questions** | Assessment | Instructional Activities (what the *teacher and students* do) | Materials/pages in text |
| 1. Students will explain how documents, challenges, events, and ideas such as the rule of law, the social contract, compromise, the Declaration of Independence, the Articles of Confederation, Shay’s Rebellion, and the Federalist Papers significantly influenced the United States Constitution. |  |  |  |
| 1. Students will describe the structure of the United States’ form of government as a compound constitutional republic, including the ideas of federalism; checks and balances; separation of powers; commerce, elastic, and supremacy clauses; popular sovereignty; and limited government. |  |  |  |
| 1. Students will explain the organization, functions, and processes of the United States government, such as the purpose of the President’s cabinet, the function of judicial review, and how a bill becomes a law, and apply that understanding to current issues. |  |  |  |
| Some questions you might have students consider:   * How are the principles of government embedded in the Constitution? * How did the shortcomings in the Articles of Confederation lead to the development of the Constitution? * How is *e pluribus unum* related to the concept of federalism? * Why is an independent judiciary so essential to our democracy? What are some of the fundamental purposes of judicial review? * How is judicial review a reflection of, and a response to, changes in our history? * What are the exceptional characteristics of the United States’ form of government? | | | |

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Unit 2 will be taught from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Enduring Understanding, Strand 2: Civil liberties, civil rights, and responsibilities**  American citizenship brings with it civil liberties, civil rights, and responsibilities... Students must know their rights and responsibilities and understand the extent of those rights. Students should be able to defend their own rights and the rights of others, understanding that the Constitution and its amendments extend protections to individuals who may not share their views. Our nation’s future rests on the ability and willingness of every generation to fulfill their civic responsibilities. | | | |
| **Essential Questions** | Assessment | Instructional Activities (what the *teacher and students* do) | Materials/pages in text |
| 1. Students will use historic and modern case studies including Supreme Court cases, amendment initiatives, and legislation to trace the application of civil liberties, civil rights, and responsibilities spelled out in the Constitution, the Bill of Rights, and other amendments. |  |  |  |
| 1. Students will examine various perspectives on a current rights-related issue; take a position; defend that position using the Constitution and Bill of Rights, historical precedents, Supreme Court decisions, and other relevant resources; and share that position, when possible, with relevant stakeholders. |  |  |  |
| 1. Students will explain the purpose and importance of fulfilling civic responsibilities, including serving on juries; voting; serving on boards, councils, and commissions; remaining well-informed; contacting elected officials; and other duties associated with active citizenship. |  |  |  |
| Some questions you might have your students consider:   * What are the civil rights and liberties codified in the Constitution? * What is the relationship between a successful, functioning republic and a civically responsible population? * How have the rights and liberties in the Constitution been interpreted and applied over time? * How has the definition of citizen changed over time? | | | |

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Unit 3 will be taught from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Enduring Understanding, Strand 3: Distribution of power**  The Constitution distributes authority between the legislative, executive, and judicial branches. Additionally, power embedded in the federalist system, or compound constitutional republic, is distributed between the federal, state, and local governments. American Indian tribal governments maintain a unique relationship with other levels and branches of government, adding yet another dimension for consideration. Finally individuals and groups use a range of strategies and methods for wielding their own political power. | | | |
| **Essential Questions:** | Assessment | Instructional activities (what *teacher and students* will do) | Materials/text |
| 1. Students will explain the distribution of power among national, state, tribal, and local governments in order to identify how needs are met by governance systems. |  |  |  |
| 1. Students will explain the role that local elected officers fulfill, such as mayors, council members, auditors, treasurers, surveyors, assessors, recorders, clerks, sheriffs, county commissioners, and district or county attorneys and how local government roles differ from state and federal roles. |  |  |  |
| 1. Students will explain the processes and motivations for how and why people organize to participate in civic society, such as developing political affiliations, joining political parties, and supporting special interest groups and other non-governmental or non-partisan civic organizations, and evaluate the political impact of those affiliations. |  |  |  |
| 1. Students will use data to evaluate election results and explain election processes and strategies. |  |  |  |
| 1. Students will explain how the individual roles of the members of the President’s cabinet are designed to meet various purposes in government. |  |  |  |
| 1. Students will explain how the administrative rulemaking process functions within the federal system and the extent and impact of these rules. |  |  |  |
| Some questions you might have students consider:   * How is political power distributed? How can it be attained? * What political power do individuals possess? * What are issues that cause friction between local, state, sovereign tribal, and/or the federal government, and how can these tensions be resolved? * What functions do political parties serve? * How do people determine their affiliations with political parties, special interest groups, or other causes or movements? * What role do lobbyists and special interest groups play in political processes? | | | |

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Unit 4 will be taught from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Enduring Understanding, Strand 4: Fiscal policies and decisions**  Fiscal policies can have profound implications in the daily lives of citizens. An essential component of understanding government and civics resets in deliberating government’s role in the economy. Informed citizens understand taxation, budgets, and debt as these concepts relate to the government. Students use this understanding of basic economic principles to make informed decisions, knowing that economic policies are a reflection of economic philosophies and values. | | | |
| **Essential Questions** | Assessment | Instructional activities (what the *teacher and students* will do) | Materials/text |
| 1. Students will examine the fiscal decisions governmental agencies must make and the economic philosophies that guide those decisions. |  |  |  |
| 1. Students will explain how government services and other budget priorities are funding through various forms of revenue streams, such as fees, bonding, and regressive and progressive taxes, including property taxes, income taxes, and sales taxes. |  |  |  |
| 1. Students will propose and defend budget priorities at either the local, state, tribal, or federal level; and share their findings with appropriate stakeholders. |  |  |  |
| Some questions you might have students consider:   * What role should the government play in domestic economic policy? * What are the best uses of taxes and fees? * How should a local government decide budget priorities, such as a skate park or a new fire station? * How do we come to a consensus on the best use of resources for the good of the community? | | | |

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Unit 5 will be taught from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Enduring Understanding, Strand 5: The U.S. and our relationship to the world**  As a global superpower with an enormous influence on other nations, it is vital to understand the ways in which the U.S. interacts with the world. Whether through negotiating trade agreements, protecting the security of this nation and its allies, cooperating in humanitarian campaigns, creating infrastructure to handle immigration and refugee demands, or any number of other initiatives, this nation has significant interrelationships with other countries and international bodies. These complex relationships deserve study if students are to understand the global implications of decisions made by leaders and policymakers. | | | |
| 1. Students will analyze the constitutional process of creating foreign policy and the structures through which the federal government interacts with foreign governments, such as the Department of State, treaties, agreements, and alliances. |  |  |  |
| 1. Students will analyze the justifications for, and effectiveness of, specific foreign policy positions, such as military intervention, isolationism, alliance formation, economic sanctions, or other security measures. |  |  |  |
| 1. Students will evaluate how global economic interdependence and international trade policies affect the economy of the United States. |  |  |  |
| 1. Students will craft an argument for an appropriate role for the United States to take in addressing a global economic, environmental, or social issue such as humanitarian aid, migration, pandemics, or the loss of wildlife habitat. |  |  |  |
| Some questions you might have students consider:   * How do we determine what is in our national interest, and how should that determination guide our foreign policy? * What are the best ways to ensure the future economic health of the United States? * What role should the United States play in addressing global economic, environmental, or social issues? | | | |

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