### Reading Focus: Informational

### Writing Focus: Argumentative

### Unifying Concept:
- FOUNDATIONS AND MICROECONOMICS

### Quarter 1

#### Big Ideas

**Enduring Understandings:**
- Democracy is a struggle to balance the rights of the one with the rights of the many.
- Elections do not always guarantee representation.
- Government best serves its people when its power is divided.

**Essential Questions:**
- Is government necessary?
- Would you prefer that everyone have a say, or that things get done?
- Is a republic the best form of government?
- How do leaders stay in power?
- Do political parties benefit -- or harm -- a democracy?
- How can you be political active?
- How essential is money to winning a U.S. election?
- How powerful should government be?
- How important is conflict to a democracy?
- How essential is money to winning a U.S. election?
- How powerful should government be?
- How important is conflict to a democracy?
- Does our separation of powers work as intended?

#### Standards

<table>
<thead>
<tr>
<th>Highly-Leveraged Standards</th>
<th>Supporting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S3.C1.PO 1.</strong> Examine the foundations of democratic representative democracy.</td>
<td><strong>S3.C1.PO 3.</strong> Describe the philosophical roots of American Democracy.</td>
</tr>
<tr>
<td><strong>S3.C4.PO 2.</strong> Define citizenship according to the Fourteenth Amendment.</td>
<td><strong>S3.C1.PO 4.</strong> Examine the fundamental principles (e.g., equality, natural rights of man, rule of law) in the Declaration of Independence.</td>
</tr>
<tr>
<td><strong>S3.C2.PO 3a.</strong> Examine the United States federal system of government: the powers of the national government.</td>
<td><strong>S3.C2.PO 2.</strong> Analyze the creation of the United States Constitution.</td>
</tr>
<tr>
<td><strong>S3.C2.PO 4.</strong> Describe the steps leading to the adoption of the Constitution.</td>
<td><strong>S3.C2.PO 4.</strong> Describe the structure, powers, and rules of the legislative branch of the United States government: election process and types of representation.</td>
</tr>
<tr>
<td><strong>S3.C2.PO 5e.</strong> Analyze the structure, powers, and rules of the executive branch of the United States government: election of the president through the nomination process, national conventions, and electoral college.</td>
<td><strong>S3.C2.PO 6d.</strong> Analyze the structure, powers, and rules of the executive branch of the United States government: election of the president through the nomination process, national conventions, and electoral college.</td>
</tr>
<tr>
<td><strong>S3.C4.PO 1e.</strong> Analyze basic individual rights and freedoms guaranteed by Amendments and laws: voting rights in the Fifteenth, Nineteenth, Twenty-third, Twenty-fourth, and Twenty-sixth Amendments; Native American citizenship and voting rights (Arizona, 1948); Voting Rights Act of 1965.</td>
<td><strong>S3.C4.PO 5.</strong> Describe the role and influence of political parties, interest groups, and mass media.</td>
</tr>
</tbody>
</table>
### United States Government Curriculum Map, Q1

| S3.C2.PO 2c. | Analyze the creation of the United States Constitution: Separation of Powers/Checks and Balances. |
| S3.C2.PO 5. | Analyze the structure, powers, and rules of the legislative branch of the United States government. |
| S3.C2.PO 7. | Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions. |
| S3.C3.PO 4. | Describe the regulatory functions of government pertaining to consumer protection, environment, health, labor, transportation, and communication. |
| S3.C3.PO 5. | Describe the factors and processes that determine major domestic policies (e.g., Social Security, education, health care, parks, environmental protection). |

#### Constant Standards³

| S1.C1.PO 1. | Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales. |
| S1.C1.PO 5. | Evaluate primary and secondary sources for: a. the author’s main points; c. facts vs. opinions; e. credibility and validity. |
| S1.C10.PO 1. | Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). |
| S1.C10.PO 2. | Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). |
| S1.C10.PO 3. | Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States. |
| S3.C4.PO 4. | Demonstrate the skills and knowledge (e.g., group problem solving, public speaking, petitioning, and protesting) needed to accomplish public purposes. |
| S3.C5.PO 1. | Compare the United States system of politics and government to other systems in the world (e.g., monarchies, dictatorships, theocracies, oligarchies, parliamentary/unitary/proportional elections). |

#### Social Justice Standards

| ID.9-12.1 | I have a positive view of myself, including an awareness of my membership in multiple groups in society. |
| ID.9-12.2 | I know my family history and cultural background and my own identity is informed and shaped by my membership in multiple identity groups. |
| ID.9-12.3 | I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too. |
| DI.9-12.6 | I interact comfortably and respectfully with all people, whether they are similar to or different from me. |
| DI.9-12.7 | I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each others and in identity groups. |
| JU.9-12.11 | I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them. |
| JU.9-12.12 | I can recognize, describe, and distinguish unfairness and injustice at different levels of society. |
| JU.9-12.13 | I can explain the short- and long-term impact of biased words and behaviors and unjust practices, laws, and institutions that limit the rights and freedoms of people based on their identity groups. |
**S3.C5.PO 2.** Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy.

**S3.C5.PO 3.** Describe world governmental and non-governmental organizations (e.g., the United Nations and its agencies, NATO, the European Union, the International Red Cross).

**JU.9-12.14** – I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.

**JU.9-12.15** – I can identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world.

**AC.9-12.16** – I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

**AC.9-12.17** – I take responsibility for standing up to exclusion, prejudice, and injustice.

Teaching Tolerance Anti-Bias Framework
https://www.tolerance.org/frameworks

### Adopted Texts and Materials

**Adopted:** U.S. Government: Democracy in Action (Glencoe)

**Suggested Supplemental:**
- UHistory.org: American Government Outlines
- US Government Teachers Blog

**Primary Source:**
- Teaching American History: Founding Documents
- US Constitution, Annotated
- US Constitution, Interactive
- Ballotpedia
- Political party platforms (UCSB)
- FEC Brochures
- OpenSecrets
- Political TV Ad Archive
- New Republic 2016 Political Ad Archive
- Legislative Process
- GovTrack
- Executive Actions
- Executive Veto
- SCOTUSblog

### Instructional and Assessment Guides
- Civics Test Resources (USCIS)
- Register to Vote (Pima County)
- Google News
- Vox

### Additional Instructional Resources
- StarPower
- Weekly Socratic seminar on current political events using Google News and/or print source
● The Atlantic
● ProPublica
● FiveThirtyEight
● Graphing Political Ideology
● ThoughtCo. (Issues in Government)
● HowStuffWorks
● PhoneCongress
● Vote411.org
● Indivisible Guide (biased but provides detailed explainers by government insiders)
● ACE Project: Political Parties and Candidates
● We the Voters
● National Priorities Project
● TEDEd (Civics)
● Crash Course: US Government and Politics
● Teaching American History
● Annenberg Classroom
● Bill of Rights institute
● Center for Civic Education
● Khan Academy (American Civics)
● iCivics
● C-SPAN Classroom
● Constitutional Rights Foundation
● Courts in the Classroom
● PBS NewsHour Extra
● Descriptors of DOK Levels for Social Studies
● DOK Question Stems
● HESS Cognitive Rigor Matrix (Social Studies/Humanities)
● Document Based Questions (US Government)
● Socratic Seminar
● "WHAT HAVE I LEARNED TODAY?: FORMATIVE ASSESSMENT IN SOCIAL STUDIES," D.C. Everest School District
● Dr. Paula’s Prescriptions for Professional Development Wiki, "FORMATIVE ASSESSMENT STRATEGIES, DEFINITIONS, EXAMPLES," Cardinal Consulting Group, Inc.
● Beyond the Bubble A new generation of history assessments
● RUBRICS AND RUBRIC MAKERS

● Where You Stand: use the websites iSideWith and OnTheIssues to (1) analyze the student’s personal political ideology, (2) and compare it to that of current electoral candidates and incumbents.
● Brand-Name Politics: for each party, create a brand logo, slogan, and campaign advertisement that captures the essential features of the party’s ideological platforms.
● Starter PAC: apply lessons on campaign finance to create a strategic plan describing a Political Action Committee students can use to advocate for an issue of their choosing.
● Economic Misery and Presidential Elections: use economic indicators to illustrate how presidential candidates are evaluated.
● Spread the Word: select from a list of unit-specific topics and draft/post an analysis (or an advocacy stance) of that topic on the social media platform of the student's’ choosing.
● What Would Your Representative Post? (WWYRP): research the issue-positions of a specific representative/senator to create series of social media posts that advocate for these positions.
● Weekly Socratic seminar on current political events using Google News and/or print source

● Buying Votes?: analyze lobbying activities archived on OpenSecrets to identify patterns in how businesses, interest groups, and industries influence legislative behavior. Students create a visual map diagramming the links between different interest groups and legislators.
● Blame Game: analyze the powers of the president and the federal bureaucracy to evaluate the claim that the president is to blame for all the countries’ problems. Students select from a list of national-level issues and identify what institutional and political authority presidents have over causing/resolving these issues. Students will present their findings using the Google Drive suite of applications.
● Opinions Matter: analyze a given Supreme Court case by determining from a set of opinions written by the justices which was the majority opinion, a concurring opinion, or a dissenting one.
● Face/Off: use strategies taken from presidential debates to defend the claim that “the most powerful branch of the federal government is...” Students
**2018-2019 United States Government Curriculum Map, Q1**

<table>
<thead>
<tr>
<th>Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Diagram their positions, conduct opposition research, and hold mock debates to prepare for a class discussion that students stream online.</td>
<td></td>
</tr>
<tr>
<td><strong>Why People Trade</strong>: Students participate in a trading simulation and use this experience to understand the voluntary nature of trade.</td>
<td></td>
</tr>
<tr>
<td><strong>Illustrating basic economic concepts</strong>: Students work in groups to illustrate an economic concept using sidewalk chalk someplace approved on campus. Alternatively, students might choose a non-economic YouTube video that illustrates an economic concept in real-life and write it up, including a multiple choice question for an electronic poll and a discussion question. Students then show the video, explain the concept, and conduct the poll and the discussion. (Linked video includes a verbal description of a version of Why People Trade [above].)</td>
<td></td>
</tr>
<tr>
<td><strong>From Tires to Toothpicks</strong>: Students gain an understanding of price elasticity of demand and why different goods have different degrees of elasticity.</td>
<td></td>
</tr>
<tr>
<td><strong>Current Event</strong>: Students will search for economic principles they have learned in current events and submit a brief essay that includes a summary of the current event as well as explanation of 2-3 economic principles demonstrated by the current event.</td>
<td></td>
</tr>
<tr>
<td><strong>Book Report</strong>: Students read a book about economics or in which economics may be found (such as Outliers by Malcolm Gladwell) and complete a written report and oral presentation teaching other students about the economic content of the book.</td>
<td></td>
</tr>
</tbody>
</table>
## Unifying Concept:

**POLITICAL ACTION IN THE MANY STATES OF AMERICA**

### Big Ideas

#### Enduring Understandings:
- There is no single way to govern a democracy.
- Democratic governments do not always act in the peoples' best interest.
- Voting is not always the most effective way to participate in a democracy.

#### Essential Questions:
- How does the federal government maintain its authority over cities and states?
- What should only state governments be able to do?
- How "local" should our laws be?
- What should a people demand from its democratically elected governments?
- How would you evaluate your elected leaders?
- How much can government represent everyone?
- What tools do we have to improve democratic representation in the U.S.?
- How can government be used to address the issues facing our communities?
- Where is democracy in the U.S. headed?

### Standards

#### Highly-Leveraged Standards

<table>
<thead>
<tr>
<th>Standard</th>
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</tr>
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<tbody>
<tr>
<td>S3.C2.PO 3b</td>
<td>Examine the United States federal system of government: the powers of the state governments.</td>
</tr>
<tr>
<td>S3.C4.PO 3d</td>
<td>Examine the basic political, social responsibilities of citizenship: analyzing public issues, policy making, and evaluating candidates.</td>
</tr>
<tr>
<td>S3.C4.PO 4</td>
<td>Demonstrate the skills and knowledge (e.g., group problem solving, public speaking, petitioning and protesting) needed to accomplish public purposes.</td>
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</table>

#### Supporting Standards

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>S3.C2.PO 8</td>
<td>Analyze the structure, power, and organization of Arizona’s government as expressed in the Arizona Constitution.</td>
</tr>
<tr>
<td>S3.C2.PO 9</td>
<td>Analyze the forms, structure, powers and roles of local government.</td>
</tr>
<tr>
<td>S3.C2.PO 10</td>
<td>Examine the sovereignty of tribal governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts).</td>
</tr>
<tr>
<td>S3.C3.PO 3b</td>
<td>Examine various sources of government funding: state - income tax, sales tax.</td>
</tr>
<tr>
<td>S3.C3.PO 3c</td>
<td>Examine various sources of government funding: local - property tax, sales tax.</td>
</tr>
<tr>
<td>S3.C4.PO 1</td>
<td>Analyze basic individual rights and freedoms guaranteed by Amendments and laws.</td>
</tr>
<tr>
<td>S3.C4.PO 3a</td>
<td>Examine the basic political, social responsibilities of citizenship: connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington’s Farewell Speech), volunteerism.</td>
</tr>
<tr>
<td>S3.C4.PO 3</td>
<td>Examine the basic political, social responsibilities of citizenship.</td>
</tr>
<tr>
<td>S3.C4.PO 5</td>
<td>Describe the role and influence of political parties, interest groups, and mass media.</td>
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#### Social Justice Standards
S1.C1.P0 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.
S1.C1.P0 5. Evaluate primary and secondary sources for: a. the author’s main points; c. facts vs. opinions; e. credibility and validity.
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S3.C5.P0 2. Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy.
S3.C5.P0 3. Describe world governmental and non-governmental organizations (e.g., the United Nations and its agencies, NATO, the European Union, the International Red Cross).

ID.9-12.4 – I express pride and confidence in my identity without perceiving or treating anyone else as inferior.
ID.9-12.5 – I recognize traits of the dominant culture, my home culture and I am conscious of how I express my identity as I move between spaces.
DI.9-12.8 – I respectfully express curiosity about the history and lived experiences of others and exchange ideas in an open-minded way.
DI.9-12.9 – I relate to and build connections with other people by showing them empathy, respect, and understanding, regardless of our similarities or differences.
DI.9-12.10 – I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
JU.9-12.14 – I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.
JU.9-12.15 – I can identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world.
AC.9-12.17 – I take responsibility for standing up to exclusion, prejudice, and injustice.
AC.9-12.18 – I have the courage to speak up to people when their words, actions, or views are biased and hurtful, and I will communicate with respect even when we disagree.
AC.9-12.19 – I stand up to exclusion, prejudice, and discrimination, even when it’s not popular or easy or when no one else does.
AC.9-12.20 – I will join with diverse people to plan and carry out collective action against exclusion, prejudice, and discrimination, and will be thoughtful and creative in our actions in order to achieve our goals.

Teaching Tolerance Anti-Bias Framework
https://www.tolerance.org/frameworks

**Adopted Texts and Materials**

**Adopted:** [U.S. Government: Democracy in Action (Glencoe)](https://www.glencoe.com)

**Suggested Supplemental:**
- [USHistory.org: American Government Outlines](https://www.ushistory.org)
- [US Government Teachers Blog](https://www.usgovteachersblog.com)
- [National Conference of State Legislatures](https://www.ncsl.org)

**Multicultural Adoptions:**
- [Politics of Color (blog)](https://politicsofcolor.com)
- [A Different Mirror: A History of Multicultural America by Ronald Takaki](https://www.takaki.com)
- [The New Jim Crow: Incarceration in the Age of Colorblindness by Michelle Alexander](https://www.newjimcrow.com)
- [Latino America by Matt Barreto and Gary M. Segura](https://www.latinoamerica.com)
## Instructional and Assessment Guides

- Civics Test Resources (USCIS)
- Register to Vote (Pima County)
- Google News
- Vox
- The Atlantic
- ProPublica
- FiveThirtyEight
- ThoughtCo. (Issues in Government)
- HowStuffWorks
- PhoneCongress
- Vote411.org
- Indivisible Guide (biased but provides detailed explainers by government insiders)
- ACE Project: Political Parties and Candidates
- We the Voters
- American Legislative Executive Council Information (ALEC) (biased but informative)
- Moyers and Company: ALEC
- TEDEd (Civics)
- Crash Course: US Government and Politics
- Teaching American History
- Annenberg Classroom
- Bill of Rights institute
- Center for Civic Education
- Khan Academy (American Civics)
- iCivics
- C-SPAN Classroom
- Constitutional Rights Foundation

## Additional Instructional Resources

- Weekly Socratic seminar on current political events using Google News and/or print source
- Spread the Word: select from a list of unit-specific topics and draft/post an analysis (or an advocacy stance) of that topic on the social media platform of the student's' choosing.
- Natural Laboratory: select from from a list of contemporary issues/problems and use a variety of socioeconomic, legal, and humanitarian criteria to evaluate how Arizona’s response to these issues compares with how other states responded.
- Boilerplate Change: Use the ALEC templates for legislative bills to create laws that effect substantive and positive change on students’ local communities.
- Spread the Word: select from a list of unit-specific topics and draft/post an analysis (or an advocacy stance) of that topic on the social media platform of the student's’ choosing.
- Be Part of the Solution (Step #1): register yourself, a family member, or friend to vote
- Level Up: a Jeopardy-style format where students determine which level of government is tasked with responding to given situation. For either the ones they got correct or the ones they got wrong, students are to formulate research-based a response and critically compare it to how different levels of government responded.
- Research-based call-to-action letter to a federal, state, or local elected official
| ● Courts in the Classroom                              |
| ● PBS Newshour Extra                                  |
| ● Descriptors of DOK Levels for Social Studies       |
| ● Descriptors of DOK Levels for Social Studies       |
| ● DOK Question Stems                                  |
| ● HESS Cognitive Rigor Matrix (Social Studies/Humanities) |
| ● Document Based Questions (US Government)           |
| ● Socratic Seminar                                   |
| ● "WHAT HAVE I LEARNED TODAY?: FORMATIVE ASSESSMENT IN SOCIAL STUDIES," D.C. Everest School District |
| ● Dr. Paula’s Prescriptions for Professional Development Wiki, "FORMATIVE ASSESSMENT STRATEGIES, DEFINITIONS, EXAMPLES," Cardinal Consulting Group, Inc. |
| ● Beyond the Bubble A new generation of history assessments |
| ● RUBRICS AND RUBRIC MAKERS                           |
¹Highly-Leveraged Standards are essential for students to learn because they have endurance (knowledge and skills relevant throughout a student’s lifetime); leverage (knowledge and skills used across multiple content areas); and essentiality (knowledge and skills necessary for success in future courses or grade levels).*

²Supporting Standards are emphasized during the quarter as they are integral to achieve mastery of the Highly Leveraged Standards. Mastery of these standards are measured using classroom assessments.

³Constant Standards are repeatedly addressed to reinforce grade-level mastery.

*This definition for Highly-Leveraged Standards was adapted from the “power standard” definition on the website of the Millis Public Schools, K-12, Massachusetts, USA, 2016.