

CURRICULUM FRAMEWORK

CONTENT AREA: SOCIAL SCIENCE

GRADE LEVEL/COURSE: CIVICS/ AMERICAN GOVERNMENT

What is to be taught	TIME PERIOD 1 CIVICS	TIME PERIOD 2 CIVICS	TIME PERIOD 1 AMERICAN GOVERNMENT	TIME PERIOD 2 AMERICAN GOVERNMENT
<p>STANDARDS/BENCHMARKS 1. Enduring understandings Derived from standards/ expectations Answered through: 2. Essential questions <i>(What should students understand by the end of a unit(s) in this time period?)</i></p>	<p>Unit/Topic: Purposes of American Government <i>Students will understand: Even in a democratic society there are advantages and disadvantages</i> Derived from: Standards/Expectations: C 1.1 Know what government is and why it exists 1.3 Compare and contrast limited and unlimited government Answered through: Essential Question(s): 1. What are the advantages and disadvantages of living in a democratic society? 2. Is democracy the same as freedom? Unit/Topic: Blueprint for a Nation <i>Students will understand: The US Constitution is based on fundamental principles and ideas about the rights of citizens.</i> Derived from: Standards/Expectations: C 2.1 Evaluate the influences of Social Contract theory C 2.1 Trace the inclusion of natural rights philosophy in the Declaration of Independence and Constitution C 3.1 Understand how the design of the Constitution is intended to balance and check powers to prevent their abuse Answered through: Essential Question(s): 1. How does the US Constitution provide a basis</p>	<p>Unit/Topic: Individual rights and liberties <i>Students will understand: In a free, democratic society there is a need to balance the authority of government to maintain order with the rights of citizens to express themselves</i> Derived from: Standards/Expectations: C 5.1 Explain citizenship as an entitlement to protection of legally defined rights and as an obligation to a set of responsibilities 5.2 Identify the scope and limits of rights 5.2 Explain considerations and criteria commonly used in determining limits on specific rights 5.3 Evaluating whether and when obligations as citizens requires personal desires and interests be subordinated to the public good 5.3 Evaluating whether and when individual beliefs or constitutional principles require one to refuse to assume certain civic responsibilities 5.4 Evaluate the usefulness of civic characteristics to protect rights as a citizen and participate effectively in public life Answered through: Essential Question(s): 1. How can you balance personal rights with the rights of others? 2. Why might a society need to</p>	<p>Unit/Topic: Values and Principles <i>Students will understand:</i> 1. Government is derived from original principles of how man should be treated. 2. American democracy is based on foundational principles and values. 3. Citizen rights and liberties are preserved and protected through government. Derived from: Standards/Expectations: 1.1 Know and understand what government is and what purpose it serves. 1.3 Understand the principles of US constitutional government 1.5 Know the fundamental principles inherent in the concept of democracy 2.3 Know and understand the place of law in the Colorado and US constitutional systems 4.2 Know how citizens can fulfill their responsibilities for preserving the constitutional republic Answered through: Essential Question(s): 1. What is the purpose of government and how can it be strong enough to govern without threatening freedom? 2. Has the system of separate institutions sharing powers protected liberty and promoted equality as the framers envisioned?</p>	<p>Unit/Topic: Power <i>Students will understand:</i> 1. Who governs and to what ends depends. 2. Agencies and machines beyond the three branches of government influence American government and politics Derived from: Standards/Expectations: 1.2 Know the essential characteristics of limited and unlimited government 1.4 Know the distinctive characteristics of US political culture 2.2 Know how power authority and responsibility are distributed, shared and limited through federalism as established by the Constitution 2.4 Know how public policy is developed at the local, state and national levels 3.3 Understand the influence the US has on other nations and how other nations influence politics and society of US Answered through: Essential Question(s) 1. What is political power and how is it distributed in America? 2. How do various branches and agencies of American government influence politics and what are the limitations of their influence? 3. How are power and responsibility distributed, shared and limited in the government</p>

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	<p>for government to fulfill its obligation to protect the rights of citizens?</p> <p>2. In what ways is the US Constitution a blueprint?</p>	<p>place restrictions on personal freedoms such as religion, speech, and privacy?</p> <p>Unit/Topic: National Government <i>Students will understand: The function of branches of government depend on the interaction of organization and structure</i> Derived from: Standards/Expectations: 3.2 Assess how the organization of national government influences formulation of policy 3.2 Evaluate examples involving conflict between state and federal government 3.1 Understand how power and responsibility are distributed, shared and limited in the system of federalism</p> <p>Answered through: Essential Question(s):</p> <ol style="list-style-type: none"> Does the structure and organization of our national government allow it to function effectively? 	<p>3. What distinctive set of beliefs is fundamental to how most Americans think about politics and government?</p> <p>Unit/Topic: Choices and Responsibility <i>Students will understand:</i> 1. The survival of democracy depends on civic participation 2. The government that affects citizens most is the government in which they have the most influence</p> <p>Derived from: 1.4 Students know the distinctive characteristic of the US political culture 2.1 Students know the organization and functions of local, state and national governments 2.3 Know and understand the place of law in the Colorado and US constitutional system 2.4 Know how public policy is developed at the local, state and national levels 4.1 Know what citizenship is 4.2 Know how citizens can fulfill their responsibilities for preserving the constitutional republic 4.3 Know how citizens can protect their rights 4.4 Know how citizens can participate in civic life</p> <p>Answered through: Essential Question(s):</p> <ol style="list-style-type: none"> How does the American political system provide for choices and opportunities for participation? 	<p>established by the US Constitution?</p> <p>4. What factors shape public opinion, and what are the limits on the impact of public opinion in a democracy?</p> <p>Unit/Topic: US and World Affairs/Conflict <i>Students will understand:</i> 1. Foreign governments have different structures influenced by cultural factors. 2. Governments relate to one another because of interdependence of needs/resources 3. Governments use a variety of processes and ideas to formulate and implement US foreign policy 4. Foreign policy decisions have consequences at home and abroad</p> <p>Derived from: Standards/Expectations: C 4.1 Explore ways in which the US and other nations have sought to resolve conflicts 4.2 Describe various means used to attain desired end of foreign policy 4.2 Understand the tensions between constitutional provisions, national interests, and the requirements of foreign policy 4.3 Understand the influence the US has on other nations and how other nations influence politics and society of the US.</p> <p>Answered through: Essential Question(s):</p>
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			<p>2. What roles and responsibilities should citizens play in America's representative democracy, and what factors influence citizen efficacy over time?</p>	<p>1. What influences the structures of foreign governments? How do those factors compare to the US? 2. What are the US's global roles and responsibilities? 3. How does the US balance its interests and needs with its global roles and responsibilities?</p>
<p>CURRICULUM ALIGNMENT 1. Key knowledge and skills 2. Materials</p>	<p>Unit/Topic: Purposes of American Government Learned Through: Key Knowledge: a. Purpose of government b. Functions of government c. Types of government (democracy vs. dictatorship) d. Why American system is unique to the world e. Why American system is a model for free society Key Skills: Materials Unit/Topic: Blueprint for a Nation Learned Through: Key Knowledge: a. Basic principles/ purposes of the Constitution b. Bill of Rights c. Basic structure of national government d. Origins of citizens rights</p>	<p>Unit/Topic: Individual rights and Liberties Learned Through: Key Knowledge: a. Concepts such as rights, freedoms, responsibility, due process, right to privacy, symbolic speech, freedom of religion, Establishment Clause, Free Exercise Clause b. Relationship between restriction and preservation of rights c. Why rights for citizens exist Key Skills: a. Determine whether government authority is too restrictive of individual freedoms Materials Unit/Topic: National Government Learned Through:</p>	<p>Unit/Topic: Values and Principles Learned Through: Key Knowledge: 1. origins and principles of government 2. US Constitution 3. Congress 4. Federal court system 5. Protecting individual rights 6. Patriotism 7. Current issues Key Skills: Materials Unit/Topic: Choice and Responsibilities Learned Through: Key Knowledge: 1. Voters and voter behavior 2. The electoral process 3. Financing government 4. State and local government Key Skills: 1. Service learning</p>	<p>Unit/Topic: Power Learned Through: Key Knowledge: 1. Federalism 2. Political parties 3. Mass media 4. Public opinion 5. Interest groups 6. The bureaucracy 7. Powers of congress (review) 8. The presidency (review) Unit/Topic: US and World Affairs Learned Through: Key Knowledge: 1. Role of President and Congress in development of foreign policy 2. Role of public opinion 3. Isolationism 4. Globalism (hegemony, realism, Wilsonian) 5. Periods of foreign policy and advantages/disadvantages of</p>

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	<p>e. Limits of government authority Key Skills: Materials</p>	<p>Key Knowledge: a. Qualifications to serve in government b. Roles and responsibilities of elected officials c. Specific powers granted to each branch of government d. Specific functions and responsibilities of each branch e. Government of the people, by the people and for the people Key Skills: a. Analyze overall effectiveness of national government Materials</p>		<p>each 6. Historical issues in which foreign policy has played a role (Truman Doctrine, Marshall Plan, world trade, WWI-II) 7. Cold War 8. Vietnam 9. Multiculturalism Key Skills: 1. Identify solutions used so far by governmental and nongovernmental agencies Materials</p>
<p>COMPETENCIES (What lifelong competencies can be integrated to help develop these? Literacy (reading, writing frameworks should be supported)Problem solving, communication, technology</p>	<p>Literacy Skills/ Strategies:</p>	<p>Literacy Skills/ Strategies:</p>	<p>Literacy Skills/ Strategies:</p>	<p>Literacy Skills/ Strategies:</p>
<p>ASSESSMENT/EVIDENCE OF UNDERSTANDING 1. Performance tasks (High IQ) (note: High IQ performance tasks are summarized. Teachers may have to fill in specifics related to their class e.g. timelines, formats, specific products etc. High IQ also written to meet accreditation requirement of 40% of all culminating assessments are High IQ.) 2. Quizzes, tests, prompts 3. Unprompted and student self-assessment</p>	<p>Unit/Topic: Blueprint for a Nation High IQ Performance Task 1. Explanation: Show how the government is intended to balance and check the powers of government and why. 2. Interpretation: Judge the effectiveness of the Founding Fathers and their attempt to create a document that allowed government to fulfill its obligation as well as protect the rights of citizens. Quizzes, tests, prompts 1. Rephrase the bill of rights to make them easier for you to</p>	<p>Unit/Topic: Individual rights and liberties High IQ Performance Task 1. Perspective: Analyze the various reasons why a society might need to place restrictions on personal freedoms 2. Empathy: Assume the role of an individual who has had limits placed on their rights because of the needs of someone else 3. Interpretation: Evaluate the reasons why laws are needed to place restrictions on personal freedoms and whether they are necessary. 4. Have students propose a “Bill</p>	<p>Unit/Topic: Values and Principles High IQ Performance Task 1. Show how democracies and dictatorships can be seen as opposites in terms of popular sovereignty 2. Perspective: Analyze the fundamental principles inherent in the concept of democracy 3. Application: Decide whether the US system of separation of powers has protected liberty and promoted equality as the founders intended.</p>	<p>Unit/Topic: US and World Affairs/Conflict High IQ Performance Task 1. Explanation: Describe ways in which the US and other nations have attempted to resolve conflicts and successes/failures. 2. Perspective: Compare the various means used to attain desired foreign policy goals and successes/failures of each. 3. Application: Decide the best way that the US could use its influence on other nations in order to achieve our foreign policy goals.</p>

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	<p>understand</p> <ol style="list-style-type: none"> Apply Bill of Rights to specific case studies Create a new 21st century Bill of Rights Essays on essential questions <p>Unprompted and student self-assessment</p> <ol style="list-style-type: none"> Classroom discussions/ observations Weekly self-checks. Students revisit and answer the essential questions at the end of each week. KWL activities 	<p>of Rights” for the school and justify it to school administrators</p> <p>Quizzes, tests, prompts</p> <ol style="list-style-type: none"> Write an essay that argues for or against a student dress code Vocabulary quiz on concepts of responsibility, privacy, freedom of speech etc. Essays on essential questions <p>Unprompted and student self-assessment</p> <ol style="list-style-type: none"> Classroom discussions/ observations Weekly self-checks. Students revisit and answer the essential questions at the end of each week. 	<p>Quizzes, tests, prompts</p> <ol style="list-style-type: none"> Use a map of the world and label countries that are democratic and countries that are dictatorships Create a list of what may be considered basic individual rights and what factors might limit those rights Create a blueprint for government for your classroom or school. Include the design and functions as well as how leaders will be chosen. Essays on essential questions <p>Unprompted and student self-assessment</p> <ol style="list-style-type: none"> Classroom discussions/ observations Weekly self-checks. Students revisit and answer the essential questions at the end of each week. KWL activities Journaling of most significant learning this week 	<p>Quizzes, tests, prompts</p> <ol style="list-style-type: none"> List pros and cons of written and unwritten constitution Analyze US global role Assign students a country and have them research the political history and compare to political history of US Examine political cartoons looking for bias, prejudice and discrimination towards other countries by US Essays on essential questions <p>Unprompted and student self-assessment</p> <ol style="list-style-type: none"> Classroom discussions/ observations Weekly self-checks. Students revisit and answer the essential questions at the end of each week. KWL activities Journaling of most significant learning this week
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