Content Area	Social Studies		Grade Level	High School
Course Name/Course Code	Civics			

Standard	Grade Level Expectations (GLE)	GLE Code
1. History	1. Develop an understanding of how people view, construct, and interpret history	SS09-GR.HS-S.1-GLE.1
	2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time	SS09-GR.HS-S.1-GLE.2
	3. The significance of ideas as powerful forces throughout history	SS09-GR.HS-S.1-GLE.3
2. Geography	2. Explain and interpret geographic variables that influence the interaction of people, places, and environments	SS09-GR.HS-S.2-GLE.2
	3. The interconnected nature of the world, its people and places	SS09-GR.HS-S.2-GLE.3
3. Economics	1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources	SS09-GR.HS-S.3-GLE.1
	2. Economic policies impact markets	SS09-GR.HS-S.3-GLE.2
	3. Government and competition impact markets	SS09-GR.HS-S.3-GLE.3
4. Civics	1. Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies	SS09-GR.HS-S.4-GLE.1
	2. Purposes of and limitations on the foundations, structures and functions of government	SS09-GR.HS-S.4-GLE.2
	3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government	SS09-GR.HS-S.4-GLE.3

Colorado 21st Century Skills
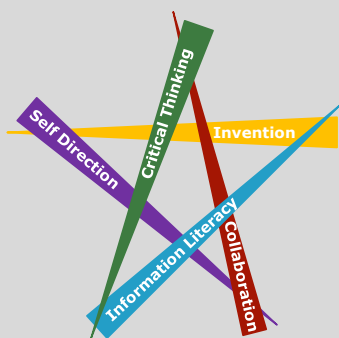
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Reading & Writing Standards for Literacy in History/Social Studies 6 - 12

Reading Standards
- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

Writing Standards
- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Roots of Government	6 – 9 weeks	1
Branches of Government	6 – 9 weeks	2
I'm Just a Bill… from Capitol Hill	6 – 9 weeks	3
We the People	6 – 9 weeks	4

Unit Title	Roots of Government		Length of Unit	6 – 9 weeks	
Focusing Lens(es)	Foundations/Origins	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.HS-S.1-GLE.3 SS09-GR.HS-S.3-GLE.2 SS09-GR.HS-S.3-GLE.3		SS09-GR.HS-S.4-GLE.2 SS09-GR.HS-S.4-GLE.3
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	**Grades 9-10** CCSS.RH.9-10.2 CCSS.RH.9-10.3 CCSS.RH.9-10.4 CCSS.RH.9-10.7 CCSS.RH.9-10.9	**Grades 11-12** CCSS.RH.11-12.2 CCSS.RH.11-12.3 CCSS.RH.11-12.4 CCSS.RH.11-12.7 CCSS.RH.11-12.9	**CCSS Writing Standards for Literacy in History/ Social Studies 9-12**	**Grades 9-10** CCSS.WHST.9-10.1 CCSS.WHST.9-10.9 CCSS.WHST.9-10.10	**Grades 11-12** CCSS.WHST.11-12.1 CCSS.WHST.11-12.9 CCSS.WHST.11-12.10
Inquiry Questions (Engaging- Debatable):	- Why do new governments form? - How and why do people rule themselves? (SS09-GR.HS-S.4-GLE.2-EO.a; N.1,2) - Has popular sovereignty succeeded in preventing government from becoming too powerful in modern times? (SS09-GR.HS-S.4-GLE.2-EO.c) - How have philosophical traditions affected the development of political institutions (SS09-GR.HS-S.1-GLE.3-IQ.4)				
Unit Strands	History, Economics, Civics				
Concepts	Role of government, Rule of Law, separation of powers, political thought/theory(ies), limited government, Natural Rights, individual rights, competition, principles of democracy, common good, rights, responsibilities, local government, national government, state government, ratify/ratification, incentives				

Generalizations My students will **Understand** that…	**Guiding Questions**	
	Factual	**Conceptual**
Political theories lay the philosophical foundation for the form and function(s) of government (SS09-GR.HS-S.1-GLE.3-EO.c) and (SS09-GR.HS-S.4-GLE.2-EO.a,b)	What philosophers and political theories influenced the creation of U.S. democracy? What documents inspired and informed the creation of the U.S. Government? How have theories of human nature influenced the development of the government of the United States? (SS09-GR.HS-S.4-GLE.2-EO.a)	How can one political theory inform different forms of government?
Principles of democracy emerge from and are continually refined by the appreciation of competing values (SS09-GR.HS-S.4-GLE.2-EO.c)	How are the common good and individual rights balanced in the Constitution?	When does the common good outweigh individual rights?

The division of state and federal power creates a system that can allow appropriate governmental decision making at both national and state levels (SS09-GR.HS-S.4-GLE.2-EO.c)	Why did the Founding Fathers choose federalism instead of a unitary form of government in which the central government has all the powers? In what ways does federalism promote the protection of individual rights and liberties in the United States? How have the debates around states rights versus national rights evolved and continued over time? (SS09-GR.HS-S.1-GLE.3-EO.c,d) and (SS09-GR.HS-S.4-GLE.1-EO.d)	How does rule of law limit governmental power? (SS09-GR.HS-S.4-GLE.2-N.1) How do the uses of economic incentives at the national level encourage states to adopt programs that conform to national priorities (SS09-GR.HS-S.3-GLE.3-EO.a,c)
The division of power(s) gives citizens access to multiple levels of government (e.g. national, state, and local) (SS09-GR.HS-S.4-GLE.2-EO.c)	How does the Constitution limit governmental power over its citizens? (SS09-GR.HS-S.4-GLE.2-EO.a,d; IQ.1) What are the origins and consequences of the 10th Amendment?	How do multiple levels of governments serve citizens? (SS09-GR.HS-S.4-GLE.2-EO.a,c)
Constitutional democracies strive to reflect and embody the values of citizens through structures, policies, and practices (SS09-GR.HS-S.4-GLE.2-EO.c,d,f; IQ.4; N.1) (SS09-GR.HS-S.4-GLE.3-EO.b)	In what ways does the Bill of Rights protects citizens' liberties from the overreach of government? How does the Constitution shape the U.S. economic system? (SS09-GR.HS-S.3-GLE.2-EO.c,d)	What happens when some citizens' values, and not others, were protected? (SS09-GR.HS-S.4-GLE.2-EO.d,f)
When people are sovereign, the consent of the governed determines the authority of the government (SS09-GR.HS-S.4-GLE.2-EO.c)	Where do the roots of popular sovereignty first appear in history? (SS09-GR.HS-S.1-GLE.3-EO.c) and (SS09-GR.HS-S.4-GLE.2-EO.d)	How do citizens provide government with enough authority to meet its needs while still safeguarding its values and beliefs? How does government balance individual rights while still having majority rule? (SS09-GR.HS-S.4-GLE.2-IQ.3)

Curriculum Development Overview
Unit Planning for High School Social Studies

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Main concepts of the Federalist and Anti-Federalist Papers (SS09-GR.HS-S.4-GLE.2-EO.d) • Major principles of democracy and the Constitution (e.g. popular sovereignty, federalism, separation of powers, common good, judicial review, etc.) (SS09-GR.HS-S.4-GLE.2-EO.c) • The historical background and significance of foundational U.S. Government documents (SS09-GR.HS-S.4-GLE.2-EO.a,d,e; N.2) • Inspirational writings and documents which informed the Founding Fathers (e.g. Magna Carta, English Bill of Rights, Mayflower Compact, etc) • Structure, function, role of government and institutions (SS09-GR.HS-S.4-GLE.2-EO.b) • Structures and forms of various types of government (e.g. monarchy, oligarchy, totalitarianism, etc) (SS09-GR.HS-S.4-GLE.3-EO.f) • The role and relationship between the U.S. Government and the market economy (SS09-GR.HS-S.3-GLE.2-EO.d) and (SS09-GR.HS-S.3-GLE.3-EO.a)	• Describe the origins, purposes and limitations of government (SS09-GR.HS-S.4-GLE.2-EO.a) • Compare and contrast how different systems of government function (SS09-GR.HS-S.4-GLE.2-EO.b) • Identify important documents and key philosophies that influenced the creation of U.S. Government (SS09-GR.HS-S.4-GLE.2-EO.a,c,d,e) • Use media literacy skills to locate multiple valid sources of information regarding the foundation and function of the U.S. Government (SS09-GR.HS-S.4-GLE.2-EO.e) • Analyze and explain the importance of the principles of democracy and the inherent competition among values (SS09-GR.HS-S.4-GLE.2-EO.c) • Identify government activities that affect the local, state, or national economy (SS09-GR.HS-S.3-GLE.2-EO.c)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
    EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Natural rights of citizens and rule of law results in a government with a system of separation of powers and checks and balances.*
Academic Vocabulary:	Compare, contrast, describe, analyze, identify, political thought/theory(ies), individual rights, competition, institutions, rights, responsibilities,
Technical Vocabulary:	Separation of powers, checks and balances, branches of government, Federalists, Anti-Federalists, judicial review, popular sovereignty, absolute/constitutional/limited monarchy, oligarchy, totalitarianism, Federalism, policy, citizen, Rule of Law, limited government, Natural Rights, principles of democracy, common good, local/state/national government, ratify/ratification, capitalism

Unit Title	Branches of Government		Length of Unit	6 – 9 weeks	
Focusing Lens(es)	Structure/Function	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.HS-S.1-GLE.3 SS09-GR.HS-S.3-GLE.2 SS09-GR.HS-S.4-GLE.1 SS09-GR.HS-S.4-GLE.2		
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	**Grades 9-10** CCSS.RH.9-10.1 CCSS.RH.9-10.4 CCSS.RH.9-10.8	**Grades 11-12** CCSS.RH.11-12.1 CCSS.RH.11-12.4 CCSS.RH.11-12.8	**CCSS Writing Standards for Literacy in History/ Social Studies 9-12**	**Grades 9-10** CCSS.WHST.9-10.2 CCSS.WHST.9-10.7 CCSS.WHST.9-10.9 CCSS.WHST.9-10.10	**Grades 11-12** CCSS.WHST.11-12.2 CCSS.WHST.11-12.7 CCSS.WHST.11-12.9 CCSS.WHST.11-12.10
Inquiry Questions (Engaging- Debatable):	• What would the United States government look like with no checks and balances or another mix of those limitations? (SS09-GR.HS-S.4-GLE.2-IQ.4) • How are competing interests resolved in a democracy? • What would society look like if several landmark court cases had been decided differently? (SS09-GR.HS-S.4-GLE.2-EO.f; IQ.2)				
Unit Strands	Economics, Civics				
Concepts	Separation of powers, constitution, power, checks and balances, branch, limits, citizen, legislators, courts, elections, constitutional democracy, head of state, tyranny, executive power, laws, will of the people, rights, ideals				

Generalizations My students will **Understand** that…	Guiding Questions Factual	Conceptual
The structure of separation of powers defines and limits the power of each branch; preventing each from gaining too much power (SS09-GR.HS-S.4-GLE.2-EO.b)	How does the system of checks and balances maintain the separation of powers between the branches of government? What forms of government have no checks and balances? (SS09-GR.HS-S.4-GLE.2-IQ.4)	How do citizens know when the system's checks are out of balance?
Constitutional systems allow for representation of the people through popularly elected legislators (SS09-GR.HS-S.4-GLE.1-EO.c) and (SS09-GR.HS-S.4-GLE.2-EO.b)	What is the basic structure and organization of Congress as it represents the interests of the voters? What powers did the Constitution give to Congress and how have these developed over time? How is representation in the U.S. House and Senate decided?	What happens to representation in a constitutional system if people do not vote? How can citizens monitor and influence government and the decision making process? (SS09-GR.HS-S.4-GLE.1-EO.c) and (SS09-GR.HS-S.4-GLE.2-EO.c)

Constitutional democracies limit the power of the head of state as well as define the term (length) of service to ensure that no one citizen is indispensible (SS09-GR.HS-S.4-GLE.2-EO.b)	What powers are exclusive to the Presidency as defined in the Constitution? Is the President of the United States today more or less powerful than the Founding Fathers intended? What basic powers of the Presidency directly affect the other two branches of government? What event(s) led to the Constitutional amendment regarding the President's term limits?	How does the limitation of executive power protect against tyranny?
Courts in constitutional democracies interpret and preserve the nation's fundamental laws and the true will of the people (SS09-GR.HS-S.4-GLE.2-EO.f,g)	How does the system of checks and balances monitor and protect the integrity of the U.S. Supreme Court? Should the Supreme Court be the last defense in the protection of rights and liberties? How did the Supreme Court Gibbons v. Ogden further define the role of Congress in a system of shared powers? (SS09-GR.HS-S.3-GLE.2-EO.c) and (SS09-GR.HS-S.4-GLE.2-EO.d)	What avenues are available citizens when they disagree with a court's decision? How does the option to challenge a court's decision reflect democratic principles?
The development, preservation, and interpretation of rights and ideals are a function of all branches of government in a democracy (SS09-GR.HS-S.4-GLE.2-EO.b)	In the United States, how do/can citizens act as a check on government? (SS09-GR.HS-S.4-GLE.1-IQ.2) How is the presidential power to veto an example of a check on Congressional power? When have presidents used the veto to preserve civil rights in U.S. history? (SS09-GR.HS-S.1-GLE.3-EO.c,d)	What checks and balances protect citizens' natural rights?

Critical Content: My students will **Know**…	**Key Skills:** My students will be able to **(Do)**…
- The organization of state and federal legislative bodies (SS09-GR.HS-S.4-GLE.2-EO.b) - The various leadership roles of legislators, judges, governmental executives (e.g. state governors, the President) (SS09-GR.HS-S.4-GLE.2-EO.b,f,g) - The Constitutionally enumerated, implied, and inherent powers of legislators, judges, and governmental executives (e.g. state governors, the President) (SS09-GR.HS-S.4-GLE.2-EO.b,f,g) - The number of representatives in the U.S. House and Senate (SS09-GR.HS-S.4-GLE.2-EO.b)	- Identify the structure, function, and roles of members of government and their relationship to democratic values (SS09-GR.HS-S.4-GLE.2-EO.b) - Use media literacy skills to locate multiple valid sources of information regarding the structure and functions of government (SS09-GR.HS-S.4-GLE.2-EO.e) - Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government (SS09-GR.HS-S.4-GLE.2-EO.f) - Evaluate the effectiveness of the United States' justice system in protecting life, liberty, and property (SS09-GR.HS-S.4-GLE.2-EO.g)

Authors of the Sample: Rachel Nelson (Plateau Valley 50); Janis Schimmel (Cherry Creek)

- How Congressional representation is determined (SS09-GR.HS-S.4-GLE.2-EO.b) - The qualifications, term limits, and responsibilities of legislators, judges, and governmental executives (e.g. state governors, the President) (SS09-GR.HS-S.4-GLE.2-EO.b,f,g) - The particulars and workings of the system of checks and balances established by the Constitution (SS09-GR.HS-S.4-GLE.2-EO.b)	Identify governmental activities that affect the local, state, or national economy (SS09-GR.HS-S.3-GLE.2-EO.c)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. 　　EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*As a concerned citizen, Rachel keeps up to date on major Supreme Court decisions, presidential actions, and congressional acts and how they potentially affect her daily life.*
Academic Vocabulary:	laws, rights, ideals, power
Technical Vocabulary:	Checks and balances, enumerated/implied/inherent powers, tyranny, veto, Constitution, branch, term limits, legislators, courts, elections, constitutional democracy, head of state, tyranny, will of the people, Supreme Court, Executive/Legislative/Judicial branch, representation, redistricting, (re) apportionment, citizen

Unit Title	I'm Just a Bill… from Capitol Hill		Length of Unit	6-9 weeks	
Focusing Lens(es)	Policy and Process	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.HS-S.1-GLE.3 SS09-GR.HS-S.2-GLE.2 SS09-GR.HS-S.2-GLE.3	SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.3-GLE.2 SS09-GR.HS-S.3-GLE.3 SS09-GR.HS-S.4-GLE.1 SS09-GR.HS-S.4-GLE.3	
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	**Grades 9-10** CCSS.RH.9-10.3 CCSS.RH.9-10.4 CCSS.RH.9-10.8	**Grades 11-12** CCSS.RH.11-12.3 CCSS.RH.11-12.4 CCSS.RH.11-12.8	**CCSS Writing Standards for Literacy in History/ Social Studies 9-12**	**Grades 9-10** CCSS.WHST.9-10.1 CCSS.WHST.9-10.4 CCSS.WHST.9-10.6 CCSS.WHST.9-10.10	**Grades 11-12** CCSS.WHST.11-12.1 CCSS.WHST.11-12.4 CCSS.WHST.11-12.6 CCSS.WHST.11-12.10
Inquiry Questions (Engaging- Debatable):	• How do the foreign policy choices of nations affect their citizens? • What strategies can citizens use to most effectively influence public policy? (SS09-GR.HS-S.4-GLE.1-IQ.3) • Why do countries view global issues from different perspectives? (SS09-GR.HS-S.4-GLE.3-IQ.1)				
Unit Strands	History, Geography, Economics, Civics				
Concepts	Public/foreign/economic policy, process, representatives, taxes, resources, scarcity, suffrage, negotiate, alliance(s), liberty and order, security, treaties, diplomacy, embargo, tariff, international, national, monetary/fiscal policy, incentive(s), globalization, trade, resource allocation, cultural diffusion				

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Policy proposals and decisions of elected representatives reflect specific ideals, values, and beliefs that are often affiliated with a political party (SS09-GR.HS-S.4-GLE.3-EO.e)	How can citizens monitor and influence public policy? (SS09-GR.HS-S.4-GLE.3-EO.c) What role does public policy play in reconciling conflicting claims for scarce resources? (SS09-GR.HS-S.2-GLE.3-EO.a) How do political parties in the U.S. advocate for the (re)structuring of the tax system (e.g. progressive, proportional, and regressive)? (SS09-GR.HS-S.3-GLE.3-EO.d)	How does public policy establish the boundaries of individual freedom? How does public policy making establish an agreeable balance between liberty and order?

Citizens employ their suffrage rights as a primary and powerful means to express (dis)satisfaction with their elected official's policy decisions and positions (SS09-GR.HS-S.4-GLE.1-EO.b,c) and (SS09-GR.HS-S.4-GLE.3-EO.b)	What are the ways citizens influence public policy? If the President can be elected by winning less than one-fourth of the states, does the Electoral College serve the purpose originally intended by the Founding Fathers?	What is government's role in problem solving for its citizens? What would be the effect on citizens if public policy contained no input from its citizens? Does citizen involvement and input lead to the best policy decisions?
Domestic policy decisions usually reflect a nation's history, its social and economic conditions, the needs and priorities of its people, and the nature of its government (SS09-GR.HS-S.4-GLE.3-EO.b,c)	How does the government negotiate the frequent disagreements among people of different backgrounds and philosophies reflected in domestic policy? What social and economic conditions are evident and addressed by the Patient Protection and Affordable Care Act (PPACA) and the Troubled Asset Relief Program (TARP) policies?	What are possible motivations underlying domestic policy decisions? (SS09-GR.HS-S.4-GLE.3-IQ.4) How do people resolve policy differences while remaining respectful of multiple perspectives? (SS09-GR.HS-S.4-GLE.3-IQ.4)
Foreign policy goals maintain and promote the favorable position and security of the nation, and set standards of interaction with foreign nations for its organizations, corporations and individual citizens (SS09-GR.HS-S.3-GLE.2-EO.b) and (SS09-GR.HS-S.4-GLE.3-EO.d,e)	What strategies does United States use to meet its foreign policy goals? (e.g. treaties, diplomacy, alliances, embargoes, tariffs, etc) (SS09-GR.HS-S.3-GLE.2-EO.b) and (SS09-GR.HS-S.4-GLE.3-EO.d,e) What should be the priorities of American foreign policy? Should the U.S. only use its military might to defend its borders or should it be involved in peace-keeping efforts around the world? What is the proper role of the United States in the international community? Is it different now than it was 200 years ago? Fifty years ago?	How involved should a country be in the affairs of other nations? What tools of foreign policy are most effective? What causes nations to come together to negotiate alliances?
Government monetary and fiscal policies regulate a nation's local, state, national economy through positive and negative incentives (SS09-GR.HS-S.3-GLE.2-EO.a,e,f) and (SS09-GR.HS-S.4-GLE.3-EO.c)	Should the United States attempt to trade "freely" with other nations, or should it enact restrictive tariffs to protect American companies and manufacturers? What kind of tax (progressive, regressive or proportional) is the most fair? (SS09-GR.HS-S.3-GLE.3-EO.d) What are potential problems of and solutions to federal spending?	How does the government spend the taxes that citizens pay? How do government expenditures affect the economy? (SS09-GR.HS-S.3-GLE.2-EO.a)

Increasing international interdependence among nations may lead to conflict and cooperation around resource allocation/distribution, cultural diffusion, and other globally significant issues (SS09-GR.HS-S.2-GLE.2-EO.d) and (SS09-GR.HS-S.3-GLE.1-EO.a) and (SS09-GR.HS-S.4-GLE.3-EO.e)	What is meant by the term globalization and how does it impact governments, economies, and cultures? How does increasing globalization influence the interaction of people on Earth? (SS09-GR.HS-S.2-GLE.3-IQ.1) What are the issues related to resource allocation and cultural diffusion that lead to cooperation and or conflict?	How do cooperation and conflict influence the division and control of the social, economic, and political spaces on Earth? (SS09-GR.HS-S.2-GLE.3-IQ.2) How do international interactions vary from country to country?

Critical Content: My students will Know…	Key Skills: My students will be able to (Do)…
- Strategies used by the United States to meet foreign policy goals (e.g. diplomacy, trade, military action, treaties, etc) (SS09-GR.HS-S.4-GLE.3-EO.d) - Globalization is the increasing interdependence among nations for both human and natural resources (SS09-GR.HS-S.2-GLE.3-EO.b) and (SS09-GR.HS-S.4-GLE.3-EO.e) - The relationship between economic goals/policy decisions and the allocation of scarce resources (SS09-GR.HS-S.2-GLE.3-EO.a) and (SS09-GR.HS-S.3-GLE.1-EO.a) - The role of government within different economic systems (e.g. capitalism, socialism, etc) (SS09-GR.HS-S.3-GLE.3-EO.a,c) - The differences between and the Constitutional guidelines for monetary and fiscal policy (SS09-GR.HS-S.3-GLE.2-EO.c) and (SS09-GR.HS-S.4-GLE.2-EO.d) - What domestic policy is and how it is implemented at the local, state, and national levels (SS09-GR.HS-S.4-GLE.3-EO.b,c) - The role, purpose, and function of the Electoral College - The importance of using suffrage rights as a means to influence public policy (SS09-GR.HS-S.4-GLE.1-EO.a,c; IQ.3)	- Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (SS09-GR.HS-S.4-GLE.1-EO.b,c; IQ.3) (SS09-GR.HS-S.4-GLE.3-EO.a,b,c,d; IQ.2,3) - Analyze how cooperation and conflict influence the division and control of Earth (SS09-GR.HS-S.2-GLE.3-EO.e) - Predict and draw conclusions about the global impact of cultural diffusion (SS09-GR.HS-S.2-GLE.3-EO.f) - Investigate foreign policy issues and propose alternate plans (SS09-GR.HS-S.4-GLE.3-N.2) - Gather and analyze data from multiple sources to find patterns and create hypotheses on foreign policy (SS09-GR.HS-S.4-GLE.3-N.1)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. **EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement:** *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*The United States is characterized as a capitalistic system which is dictated by the economic transactions of individuals and groups.* *The United States Government and its citizens play a significant role in regulating the nation's economy and engaging in public policy decisions.*
Academic Vocabulary:	Process, resources, scarcity, negotiate
Technical Vocabulary:	Public/foreign/economic policy, representatives, taxes, suffrage, alliance(s), liberty and order, security, treaties, diplomacy, embargo, tariff, international, national, monetary/fiscal policy, incentive(s), globalization, trade, human/natural resource allocation, progressive/regressive/proportional tax, Electoral College, cultural diffusion, restrictive tariffs, the Founding Fathers

Unit Title	We the People		Length of Unit	6-9 weeks	
Focusing Lens(es)	Conflict, Compromise, Consensus	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.HS-S.1-GLE.1 SS09-GR.HS-S.1-GLE.2 SS09-GR.HS-S.1-GLE.3		SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.4-GLE.1 SS09-GR.HS-S.4-GLE.2 SS09-GR.HS-S.4-GLE.3
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	**Grades 9-10** CCSS.RH.9-10.1 CCSS.RH.9-10.5 CCSS.RH.9-10.6 CCSS.RH.9-10.7	**Grades 11-12** CCSS.RH.11-12.1 CCSS.RH.11-12.5 CCSS.RH.11-12.6 CCSS.RH.11-12.7	**CCSS Writing Standards for Literacy in History/ Social Studies 9-12**	**Grades 9-10** CCSS.WHST.9-10.1 CCSS.WHST.9-10.4 CCSS.WHST.9-10.5 CCSS.WHST.9-10.6 CCSS.WHST.9-10.7	**Grades 11-12** CCSS.WHST.11-12.1 CCSS.WHST.11-12.4 CCSS.WHST.11-12.5 CCSS.WHST.11-12.6 CCSS.WHST.11-12.7
Inquiry Questions (Engaging- Debatable):	• Do conflict, compromise, and consensus protect citizens' rights in a democracy? (SS09-GR.HS-S.4-GLE.2-EO.c; IQ.3) • Can citizens ever have too much power? (SS09-GR.HS-S.4-GLE.2-EO.c; IQ.3; N.1) • What are the most important democratic ideals and practices? (SS09-GR.HS-S.4-GLE.2-EO.c; IQ.1) • Why should you participate in government? (SS09-GR.HS-S.4-GLE.1-IQ.5)				
Unit Strands	History, Economics, Civics				
Concepts	political socialization, political parties, party platform, propaganda, tyranny, representative democracy, civic participation, discourse, multiple perspective, candidate, constituency, opportunity cost, political spectrum, civil disobedience, ethic(ally), compromise, bias, Philosophical underpinnings, tenets, political campaign				

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Discourse, debate, and compromise enable the resolution of conflicts around individuals' beliefs and values and help define the parameters of political life and governmental action (SS09-GR.HS-S.1-GLE.3-IQ.1) and (SS09-GR.HS-S.4-GLE.1- IQ.4) and (SS09-GR.HS-S.4-GLE.2-EO.c,f)	What role does political parties, party platforms, and propaganda play in influencing an individual's political beliefs and values? What are the structures of government and society that allow for competition among these values in the United States?	How does political socialization influence an individual's beliefs and values? How do citizens provide government with enough authority to meet its needs while still safeguarding its values and beliefs?

Democratic governments derive "just powers from the consent of the governed", which necessitates informed citizens who search for information, actively participate in society, and put the knowledge to a good collective use (SS09-GR.HS-S.4-GLE.1-EO.a,c) and (SS09-GR.HS-S.4-GLE.2-EO.c)	What strategies can citizens use to most effectively inform themselves on differing viewpoints? (SS09-GR.HS-S.4-GLE.1-N.1) When searching for information, what sources are available and how do you evaluate for bias? (SS09-GR.HS-S.4-GLE.1-EO.e; RA.3)	How can citizens fairly judge information? (SS09-GR.HS-S.4-GLE.1-RA.1) How do people resolve differences while remaining respectful of multiple perspectives? (SS09-GR.HS-S.4-GLE.1-IQ.4)
Responsible community members research civic issues, consider possible consequences, and act appropriately using a variety of sources from multiple perspectives to communicate views in a respectful, ethical manner (SS09-GR.HS-S.1-GLE.1-EO.a,b) and (SS09-GR.HS-S.4-GLE.1-N.1)	What does it mean to engage ethically in civic activities? (SS09-GR.HS-S.4-GLE.2-EO.a) How do responsible community members advocate for their rights and the rights of others? How does the discourse of multiple perspectives on civic issues reflect the philosophical underpinnings of a democratic society? (SS09-GR.HS-S.4-GLE.2-EO.c) Can the American political system function without the media? Why or why not?	What are the societal ramifications of uninformed and (in)active citizens? How does the limitation of a variety of media sources reflect the form of government? (SS09-GR.HS-S.4-GLE.2-EO.e) How does a governmental limitation of information affect its citizens?
Maintenance of an effective representative democracy requires various forms of civic participation which can act as a safeguard against tyranny (SS09-GR.HS-S.4-GLE.1-EO.a,b; IQ.1,2,3,5) and (SS09-GR.HS-S.4-GLE.2-EO.c; IQ.1) and (SS09-GR.HS-S.4-GLE.2-EO.a)	What is the opportunity cost of voting? (SS09-GR.HS-S.3-GLE.1-EO.b) What can citizens do to protect their rights in the United States? (SS09-GR.HS-S.4-GLE.2-IQ.1) What are ways that citizens act as a "check" on government? (SS09-GR.HS-S.4-GLE.2-IQ.2) What forms of participation can citizens use to influence government? (SS09-GR.HS-S.4-GLE.1-EO.c) and (SS09-GR.HS-S.4-GLE.2-EO.c)	What would happen if citizens limited their participation to only voting? (SS09-GR.HS-S.4-GLE.1-EO.a) Why do some people choose to sit and watch (or simply ignore) politics from the sidelines?
Civic participation assumes many forms (including voting, civil disobedience, petitioning, etc) in order to challenge laws, to expand civil rights, and/or to seek change in governmental policies (SS09-GR.HS-S.4-GLE.1-EO.a; IQ.1,3)	What events in U.S. history reflect non-violent resistance to civil government/authority (e.g. Boston Tea Party, the suffragette movement, the Civil Rights Movement)? (SS09-GR.HS-S.1-GLE.3-EO.d) How should the law respond to people who engage in civil disobedience?	Under what circumstances is revolution justifiable? (SS09-GR.HS-S.1-GLE.2-EO.b,f) and (SS09-GR.HS-S.4-GLE.1-EO.a,b,c) and (SS09-GR.HS-S.4-GLE.2-EO.a,c) When is civil disobedience ever morally justified?

Political parties represent constituency values and goals by actively recruiting candidates to run for office, organizing volunteers, holding party conventions, etc (SS09-GR.HS-S.4-GLE.1-EO.c)	What are the main tenets of political parties and interest groups? Do special interest groups serve the public good? Why or why not? Do party platforms really matter? How does America's two-party system support or spoil the advancement of legislation in Congress?	How do political parties play a role in the decisions made by government? How might the promotion of new ideas and multiple perspectives be thwarted by a single or multi party system?

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• The various forms of civic participation (e.g. service learning, vote, write to representatives, etc.) (SS09-GR.HS-S.4-GLE.1-EO.d; IQ.3) • The role of advertising and propaganda in political campaigns and government decisions (SS09-GR.HS-S.1-GLE.1-EO.a,b; N.2) (SS09-GR.HS-S.4-GLE.2-EO.e; RA.2) • The various political parties in the United States, their respective party platforms, and the political spectrum within those parties (SS09-GR.HS-S.4-GLE.3-EO.a,b; RA.1,3; N.1) • The rights, roles, and responsibilities of citizens in the United States (SS09-GR.HS-S.4-GLE.1-EO.c) and (SS09-GR.HS-S.4-GLE.2-RA.1)	• Describe the roles and influences of individuals, groups, and the press as checks on governmental practices (SS09-GR.HS-S.4-GLE.1-EO.c) • Responsible citizenship requires actively seeking and evaluating multiple sources and viewpoints (SS09-GR.HS-S.4-GLE.1-N.1) • Use media literacy skills to locate and critique various media sources for accuracy and perspective (SS09-GR.HS-S.4-GLE.1-EO.e) and (SS09-GR.HS-S.4-GLE.2-EO.e; RA.2) • Identify the economic conditions likely to influence voter opinion (SS09-GR.HS-S.3-GLE.1-EO.b) • Analyze and discuss multiple perspectives (SS09-GR.HS-S.4-GLE.1- RA.1,3) and (SS09-GR.HS-S.4-GLE.3-EO.a,b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. **EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement:** *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*American ideals and values are based upon a healthy competition amongst ideas.* *Citizens, special interest groups, and political parties inform and influence public policy.*
Academic Vocabulary:	Philosophical underpinnings, tenets
Technical Vocabulary:	political socialization, political parties, party platform, propaganda, tyranny, representative democracy, civic participation, discourse, multiple perspective, candidate, constituency, opportunity cost, political spectrum, civil disobedience, ethic(ally), special interest groups, Congress, compromise, bias, political campaign