

Overview:

This document is a curriculum map, not a scripted curriculum. Its purpose is to establish clear standards alignment, learning objectives, essential questions, vocabulary, and assessment expectations for each unit.

The curriculum map defines:

- What students are expected to learn
- The level of rigor required
- Core content and conceptual priorities
- It does not prescribe:
 - Specific daily lesson plans
 - Required instructional strategies
 - A single pacing or delivery model

Teachers maintain professional autonomy to design lessons, select resources, structure activities, and implement instructional strategies that best meet the needs of their students, provided that instruction aligns with the established objectives and success criteria. This balance ensures coherence across the district while honoring teacher expertise and responsiveness to classroom context.

Development of Learning Objectives Using the Marzano Framework

The learning objectives in this curriculum map were developed using the Marzano instructional framework to ensure clarity, alignment, and measurable rigor. Each objective is derived directly from the verbs and cognitive demands embedded in the state standards. Rather than expanding beyond the scope of the standard, the objectives reflect the precise level of thinking required (e.g., analyze, evaluate, compare, describe).

Using this approach ensures:

- Vertical and horizontal alignment to standards
- Clear cognitive expectations for students
- Consistency in instructional language across grade levels
- A shared understanding of rigor among teachers

The objectives are written at a proficiency level that reflects grade-appropriate mastery expectations. They are intended to guide instruction toward measurable student outcomes rather than broad thematic coverage.

Purpose of Success Criteria

Success criteria are included to identify the scaffolded knowledge and skills students must demonstrate in order to meet the learning objective. They break down the larger cognitive demand of the objective into observable components.

Success criteria serve to:

- Clarify what proficiency looks like
- Identify prerequisite knowledge and supporting skills
- Guide formative assessment and feedback
- Inform instructional planning and differentiation

Teachers should use the success criteria to determine what students must know and be able to do before demonstrating mastery of the objective. Lesson design should intentionally address these scaffolded elements through modeling, guided practice, structured discourse, and opportunities for application. In this way, success criteria function as instructional signposts, ensuring that daily lessons build coherently toward the established learning objective. The teacher should use their professional judgement to determine if the established success criteria should be modified in a way that leads to a higher rate of student success in terms of demonstrating mastery of the learning objectives). Any deviation from the success criteria should be noted within the lesson-level planning.

Recommended Vocabulary

The vocabulary listed for each topic is provided as a suggested set of terms aligned to the key concepts and learning objectives. This list is not intended to be fixed or exhaustive. Teachers should use professional judgment when determining which terms to emphasize, taking into account the vocabulary embedded within the adopted textbook and any supplemental resources used in instruction. Final vocabulary selections should be reflected within lesson-level planning based on instructional needs.

Recommended days of instruction:

This curriculum map is designed around approximately 130 instructional days within a full-year course. These days represent the core instructional time necessary to address the identified standards, learning objectives, and success criteria.

It is recognized that actual instructional time may vary based on factors including, but not limited to:

- student learning needs
- reteaching and intervention
- assessment schedules (local and state)
- school events and interruptions

- the inclusion and pacing of performance tasks

The instructional days identified for each unit are intended to serve as general pacing guidelines rather than fixed requirements. Teachers are expected to use professional judgment to adjust pacing as needed while ensuring that instruction remains aligned to the established learning objectives and success criteria.

This approach is intended to provide a balance between coherence across the district and flexibility at the classroom level, allowing teachers to respond to student needs while maintaining the rigor and expectations of the course.

Unit 1

C – 1.1.1 Describe, compare, and contrast political philosophers views on purposes of government(s) including but not limited to Aristotle, Locke, Hobbes, Montesquieu, and Rousseau.

C – 1.1.2 Identify, provide examples of, and distinguish among different systems of government by analyzing similarities and differences in sovereignty, power, legitimacy, and authority.

Examples may include but are not limited to: anarchy, dictatorship, democracy, monarchy, oligarchy, republic, theocracy, military junta, socialist, and tribal governments.

C – 1.1.3 Compare, contrast, and evaluate models of representation in democratic governments including presidential and parliamentary systems.

Examples may include but are not limited to: direct democracy, constitutional democracy, constitutional republic, representative democracy, indirect democracy/republic.

C – 1.1.4 Compare and contrast federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty and distribution of governmental powers.

Standard	Standard Description
C – 1.1.1	Describe, compare, and contrast political philosophers views on purposes of government(s) including but not limited to Aristotle, Locke, Hobbes, Montesquieu, and Rousseau
Learning Objectives per standard	Success Criteria
Describe, compare, and contrast Aristotle's, Locke's, Hobbes's, Montesquieu's, and Rousseau's views on the purposes of government.	• Describe Aristotle's views regarding the purposes of government and citizenship. • Describe Hobbes's views regarding the state of nature and the role of government. • Describe Locke's views regarding natural rights and the social contract.

	• Describe Montesquieu’s views regarding separation of powers and limited government. • Describe Rousseau’s views regarding freedom, popular sovereignty, and government. • Compare similarities among the philosophers regarding: • government authority • human nature • rights • political power • Contrast differences among the philosophers regarding: • the role of citizens • the role of government • the limits of political authority • Compare how different philosophers viewed the relationship between the people and government • Contrast how philosophers differed regarding the protection of rights and freedoms.
Standard	Standard Description
C – 1.1.2	Identify, provide examples of, and distinguish among different systems of government by analyzing similarities and differences in sovereignty, power, legitimacy, and authority. <i>Examples may include but are not limited to: anarchy, dictatorship, democracy, monarchy, oligarchy, republic, theocracy, military junta, socialist, and tribal governments.</i>
Learning Objectives per standard	
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Standard	Standard Description
C – 1.1.3	Compare, contrast, and evaluate models of representation in democratic governments including presidential and parliamentary systems.

Examples may include but are not limited to: direct democracy, constitutional democracy, constitutional republic, representative democracy, indirect democracy/republic.

Learning Objectives per standard

Identify, provide examples of, and distinguish among different systems of government by analyzing similarities and differences in sovereignty, power, legitimacy, and authority.

Success Criteria

- Identify the meaning of sovereignty.
- Identify the meaning of power.
- Identify the meaning of legitimacy.
- Identify the meaning of authority.
- Provide examples of how governments use sovereignty.
- Provide examples of how governments use power.
- Provide examples of how governments establish legitimacy.
- Provide examples of how governments exercise authority.
- Distinguish between sovereignty and authority.
- Distinguish between power and legitimacy.
- Describe characteristics of:
 - anarchy
 - dictatorship
 - monarchy
 - oligarchy
 - democracy
 - republic
 - theocracy
 - military junta
 - socialist governments
 - tribal governments
- Distinguish among systems of government based on:
 - who holds power
 - how leaders gain authority
 - citizen participation
 - distribution of power
- Analyze similarities among systems of government regarding sovereignty and authority.
- Analyze differences among systems of government regarding legitimacy and political power.
- Describe the structure of a presidential system.

	Describe the structure of a parliamentary system.
Standard	Standard Description
C – 1.1.4	Compare and contrast federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty and distribution of governmental powers.
Learning Objectives per standard	Success Criteria
Compare, contrast, and evaluate models of representation in democratic governments including presidential and parliamentary systems.	- Compare how leaders are selected in presidential and parliamentary systems. - Contrast how executive power functions in presidential and parliamentary systems. - Compare the relationship between executive and legislative branches in different democratic systems. - Contrast how laws are created and carried out in presidential and parliamentary systems. - Describe characteristics of: - direct democracy - constitutional democracy - constitutional republic - representative democracy - and indirect democracy/republic - Compare similarities among democratic systems regarding citizen participation. - Contrast differences among democratic systems regarding representation and leadership. - Evaluate strengths and weaknesses of presidential systems. - Evaluate strengths and weaknesses of parliamentary systems. - Evaluate why nations may choose different democratic models.
Essential Question(s) for Unit	Recommended Academic Vocabulary for Unit
- How do political philosophers differ in their views regarding government, rights, and authority? - How do governments establish and maintain power, legitimacy, sovereignty, and authority?	- Enlightenment - State of nature - Natural rights - Social contract - Popular sovereignty

- How are systems of government similar and different in regard to political power and citizen participation?
- How do democratic governments differ in their models of representation and leadership?
- How does the distribution of governmental power impact the relationship between national and regional governments?

- Separation of powers
- Limited government
- Consent of the governed
- Sovereignty
- Power
- Authority
- Legitimacy
- Policy
- Anarchy
- Dictatorship
- Democracy
- Direct democracy
- Representative democracy
- Constitutional democracy
- Constitutional republic
- Indirect democracy
- Monarchy
- Constitutional monarchy
- Absolute monarchy
- Oligarchy
- Republic
- Theocracy
- Military junta
- Socialism
- Tribal government
- Presidential system
- Parliamentary system
- Executive branch
- Legislative branch
- Coalition government
- Federal system
- Confederal system
- Unitary system
- Distribution of powers

	• Reserved powers • Concurrent powers • Delegated powers • Regional government • National government • Local government
Print Resources	• District's purchased Government/Civics textbook • Supplemental resources as needed Potential primary sources: • <i>Aristotle — Politics</i> • <i>Thomas Hobbes — Leviathan</i> • <i>John Locke — Second Treatise of Government</i> • <i>Jean-Jacques Rousseau — The Social Contract</i> • <i>Montesquieu — The Spirit of Laws</i> • <i>Niccolò Machiavelli — The Prince</i> • <i>Magna Carta</i> • <i>English Bill of Rights</i> • <i>United States Constitution (selected excerpts)</i> • <i>Federalist No. 51</i>
Digital Resources	TBD
Summative Assessment	Students are provided a summative assessment that contains items that • Are equivalent practice regarding the MSTEP assessment • Equivalent practice based on the essential questions of the unit Possible performance tasks: Performance Task 1: Designing an Ideal Government Overview Students design an original government system using concepts from political philosophy, systems of government, democratic representation, and distribution of powers. Performance Task Components • Determine the form of government. • Determine how power will be distributed. • Determine how leaders will be selected. • Explain how legitimacy and authority will be established.

- Determine the role of citizen participation.
- Incorporate ideas from at least two political philosophers.
- Defend why the system would be effective and stable.

Possible Final Products

- Constitutional blueprint
- Presentation
- Infographic
- Mock constitutional convention
- Written proposal

Performance Task 2: Comparing Systems of Government**Overview**

Students compare multiple systems of government and evaluate which systems may be most effective in different situations.

Performance Task Components

- Compare forms of government.
- Compare presidential and parliamentary systems.
- Compare federal, confederal, and unitary systems.
- Analyze strengths and weaknesses of each system.
- Evaluate how governments establish legitimacy and authority.
- Defend conclusions using historical or modern examples.

Possible Final Products

- Comparative essay
- Structured debate
- Panel discussion
- Multimedia presentation
- Policy recommendation

Unit 2

C – 2.1.1 Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Magna Carta, Declaration of Independence, Articles of Confederation, and John Locke’s Second Treatise.

Examples may include but are not limited to: *the Iroquois Confederation, English Bill of Rights, Mayflower Compact, Northwest Ordinance, Virginia Statute for Religious Freedom, Montesquieu’s Spirit of Laws, Paine’s Common Sense, Aristotle’s Politics, and select Federalist Papers (10th, 14th, and 51st).*

C – 2.1.2 Identify and analyze various Democratic Values of the United States as found in the Declaration of Independence.

Examples of Democratic Values may include but are not limited to: *justice, unalienable rights (life, liberty, pursuit of happiness), and equality. Analysis may include but is not limited to: how might the ideals in the Declaration have been in tension with reality?*

C – 2.2.1 Analyze relationships between Democratic Values and Constitutional Principles.

Examples may include but are not limited to: *ways in which the Constitutional Principle of due process of laws correlates with the Democratic Value of justice, ways in which the Constitutional Principle of equal protection of the law correlates with the Democratic Value of equality.*

C – 2.2.2 Analyze how influential historical speeches, writings, cases, and laws express Democratic Values and influenced changes in American culture, law, and the Constitution.

Examples may include but are not limited to: *equality; drawing upon Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail”; the Universal Declaration of Human Rights; the Declaration of Sentiments; the Equal Rights Amendment; and Dred Scott v. Sandford, Plessy v. Ferguson, Loving v. Virginia, the Americans With Disabilities Act, and Obergefell v. Hodges.*

C – 2.2.3 Use examples to investigate why people may agree on Democratic Values and Constitutional Principles in the abstract, yet disagree over their meaning when they are applied to specific situations.

Examples may include but are not limited to: *liberty and authority/order, justice and equality, individual rights and the common good.*

Standard	Standard Description
C – 2.1.1	Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Magna Carta, Declaration of Independence, Articles of Confederation, and John Locke’s Second Treatise. Examples may include but are not limited to: <i>the Iroquois Confederation, English Bill of Rights, Mayflower Compact, Northwest Ordinance, Virginia Statute for Religious Freedom, Montesquieu’s Spirit of Laws, Paine’s Common Sense, Aristotle’s Politics, and select Federalist Papers (10th, 14th, and 51st).</i>

Learning Objectives per standard	Success Criteria
Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Magna Carta.	• Analyze the historical context surrounding the Magna Carta. • Analyze how the Magna Carta limited the power of government. • Analyze how the Magna Carta influenced the concept of limited government. • Analyze how the Magna Carta influenced constitutional government. • Analyze how the Magna Carta influenced ideas regarding individual rights and the rule of law. • Analyze how the Magna Carta influenced later American founding documents and democratic principles.
Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Declaration of Independence.	• Analyze the historical context surrounding the Declaration of Independence. • Analyze how Enlightenment ideas influenced the Declaration of Independence. • Analyze how the Declaration of Independence reflected natural rights. • Analyze how the Declaration of Independence reflected the social contract. • Analyze grievances presented against the British government in the Declaration of Independence. • Analyze how the Declaration of Independence justified independence from Great Britain. • Analyze how the Declaration of Independence influenced American Constitutional Democracy.
Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Articles of Confederation.	• Analyze the historical context surrounding the Articles of Confederation. • Analyze how the Articles of Confederation reflected concerns regarding centralized power. • Analyze how power was distributed under the Articles of Confederation. • Analyze weaknesses of the Articles of Confederation. • Analyze how the weaknesses of the Articles of Confederation impacted the United States.

	- Analyze the impact of Shays's Rebellion on views regarding government. - Analyze how the Articles of Confederation influenced the development of the Constitution and American Constitutional Democracy.
Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in John Locke's Second Treatise.	- Analyze Locke's views regarding natural rights. - Analyze Locke's views regarding the social contract. - Analyze Locke's views regarding consent of the governed. - Analyze Locke's views regarding the right to overthrow abusive governments. - Analyze how Locke influenced the Declaration of Independence. - Analyze how Locke influenced American Constitutional Democracy.
Standard	Standard Description
C – 2.1.2	Identify and analyze various Democratic Values of the United States as found in the Declaration of Independence. <i>Examples of Democratic Values may include but are not limited to: justice, unalienable rights (life, liberty, pursuit of happiness), and equality. Analysis may include but is not limited to: how might the ideals in the Declaration have been in tension with reality?</i>
Learning Objectives per standard	Success Criteria
Identify and analyze various Democratic Values of the United States as found in the Declaration of Independence.	- Identify democratic values found in the Declaration of Independence. - Identify examples of: - justice - equality - liberty - unalienable rights, - the pursuit of happiness - Analyze how democratic values are expressed in the Declaration of Independence. - Analyze how the Declaration of Independence reflects beliefs regarding equality and rights. - Analyze tensions between democratic ideals and historical realities during the founding era.

	Analyze how democratic values influenced the development of American government and society.
Standard	Standard Description
C – 2.2.1	Analyze relationships between Democratic Values and Constitutional Principles. <i>Examples may include but are not limited to: ways in which the Constitutional Principle of due process of laws correlates with the Democratic Value of justice, ways in which the Constitutional Principle of equal protection of the law correlates with the Democratic Value of equality.</i>
Learning Objectives per standard	Success Criteria
Analyze relationships between Democratic Values and Constitutional Principles.	- Identify major democratic values. - Identify major constitutional principles. - Analyze relationships between democratic values and constitutional principles. - Analyze how due process relates to justice. - Analyze how equal protection relates to equality. - Analyze how limited government relates to liberty. - Analyze how popular sovereignty relates to self-government. - Analyze how constitutional principles support democratic values. - Analyze tensions that may exist between democratic values and constitutional principles.
Standard	Standard Description
C – 2.2.2	Analyze how influential historical speeches, writings, cases, and laws express Democratic Values and influenced changes in American culture, law, and the Constitution. <i>Examples may include but are not limited to: equality; drawing upon Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail”; the Universal Declaration of Human Rights; the Declaration of Sentiments; the Equal Rights Amendment; and Dred Scott v. Sandford, Plessy v. Ferguson, Loving v. Virginia, the Americans With Disabilities Act, and Obergefell v. Hodges.</i>
Learning Objectives per standard	Success Criteria
Analyze how influential historical speeches, writings, cases, and laws express Democratic Values and influenced changes in American culture, law, and the Constitution.	- Analyze democratic values expressed in influential speeches and writings. - Analyze democratic values expressed in landmark court cases.

	- Analyze democratic values expressed in laws and constitutional amendments. - Analyze how speeches and writings have influenced changes in American culture and government. - Analyze how court cases have influenced changes in American law and constitutional interpretation. - Analyze how laws and constitutional amendments have expanded or restricted rights and liberties. - Analyze how democratic values have been interpreted differently across historical periods. - Analyze how historical events and movements influenced changes in American society and government. - Analyze how conflicts regarding equality, liberty, justice, and rights have shaped American culture and law.
Standard	Standard Description
C – 2.2.3	Use examples to investigate why people may agree on Democratic Values and Constitutional Principles in the abstract, yet disagree over their meaning when they are applied to specific situations. <i>Examples may include but are not limited to: liberty and authority/order, justice and equality, individual rights and the common good.</i>
Learning Objectives per standard	Success Criteria
Use examples to investigate why people may agree on Democratic Values and Constitutional Principles in the abstract, yet disagree over their meaning when they are applied to specific situations.	- Identify democratic values and constitutional principles involved in historical and contemporary issues. - Use examples to investigate conflicts between liberty and authority/order. - Use examples to investigate conflicts between justice and equality. - Use examples to investigate conflicts between individual rights and the common good. - Investigate how different groups may interpret democratic values differently. - Investigate why people may disagree regarding the application of constitutional principles. - Analyze how democratic values may conflict in specific situations.

		Analyze how constitutional principles may be interpreted differently in specific situations.
Essential Question(s) for Unit		Recommended Academic Vocabulary for Unit
- How did historical documents and philosophical ideas influence the development of American Constitutional Democracy? - How are democratic values expressed in the Declaration of Independence and other foundational documents? - How do democratic values and constitutional principles influence one another? - How have speeches, writings, laws, and court cases shaped American society and government? - Why do people disagree about the meaning and application of democratic values and constitutional principles?		- Constitutional democracy - Limited government - Self-government - Natural rights - Social contract - Rule of law - Consent of the governed - Popular sovereignty - Democratic values - Constitutional principles - Justice - Equality - Liberty - Unalienable rights - Due process - Equal protection - Common good - Civil rights - Civil liberties - Majority rule - Minority rights - Federalism - Separation of powers - Checks and balances - Judicial review - Republicanism
Print Resources	- District's purchased Government/Civics textbook - Supplemental resources as needed Potential primary sources:	

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Digital Resources	TBD
Summative Assessment	Students are provided a summative assessment that contains items that • Are equivalent practice regarding the MSTEP assessment • Equivalent practice based on the essential questions of the unit Possible performance tasks: Performance Task 1: Declaration of Independence Analysis Overview Students analyze how democratic values and Enlightenment ideas are expressed in the Declaration of Independence. Performance Task Components • Identify democratic values within the document. • Analyze the influence of Enlightenment philosophy. • Analyze grievances against the British government. • Analyze tensions between democratic ideals and historical realities. • Defend conclusions using evidence from the text. Possible Final Products • Document-based essay • Annotated document analysis • Multimedia presentation • Socratic seminar • Historical argument essay Performance Task 2: Democratic Values in Conflict Overview Students investigate historical or modern conflicts involving democratic values and constitutional principles. Performance Task Components • Investigate a historical speech, court case, law, or movement. • Analyze democratic values involved in the issue. • Analyze constitutional principles connected to the issue. • Explain why disagreement existed regarding the application of values or principles.

	- Defend conclusions using evidence. Possible Final Products - Case study analysis - Structured debate - Mock Supreme Court hearing - Civic issue presentation - Comparative analysis essay
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Unit 3: Legislative Branch

C – 3.1.1 Identify and describe the purposes, organization, powers, processes, and election of the legislative branch as enumerated in Article I of the Constitution.

Examples may include but are not limited to: the House of Representatives and Senate (including election and qualifications to hold office), advise and consent, impeachment, power of the purse, approval of treaties, and war powers.

C – 3.1.4 Examine and evaluate the effectiveness the role of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government.

Examples may include but are not limited to: advise and consent, power of the purse, veto power, judicial review, war powers, treaty negotiation and approval, the necessary and proper clause, and impeachment.

Standard	Standard Description
C – 3.1.1	Identify and describe the purposes, organization, powers, processes, and election of the legislative branch as enumerated in Article I of the Constitution. <i>Examples may include but are not limited to: the House of Representatives and Senate (including election and qualifications to hold office), advise and consent, impeachment, power of the purse, approval of treaties, and war powers.</i>
Learning Objectives per standard	Success Criteria
Identify and describe the purposes and organization of the legislative branch as enumerated in Article I of the Constitution.	- Identify the structure of Congress. - Describe the purposes of the legislative branch.

	• Describe the roles of the House of Representatives and Senate. • Describe differences between the House of Representatives and Senate. • Identify qualifications for members of the House of Representatives. • Identify qualifications for members of the Senate. • Describe terms of office for members of Congress. • Describe leadership roles within Congress. • Describe the role of congressional committees. • Describe how representation is determined in Congress.
Identify and describe the powers of the legislative branch as enumerated in Article I of the Constitution.	• Identify expressed powers of Congress. • Describe the power of the purse. • Describe the impeachment powers of Congress. • Describe the Senate's advise and consent powers. • Describe the Senate's role in approving treaties. • Describe congressional war powers. • Describe the necessary and proper clause. • Describe implied powers of Congress. • Describe limits placed on congressional power. • Describe how congressional powers impact the federal government and citizens.
Identify and describe the processes and election of the legislative branch as enumerated in Article I of the Constitution.	• Describe how members of the House of Representatives are elected. • Describe how Senators are elected. • Describe the process of congressional reapportionment. • Describe the process of redistricting. • Describe the basic process by which a bill becomes a law. • Describe the role of committees in the legislative process. • Describe the role of debate in Congress. • Describe the role of political parties in Congress. • Describe how congressional processes influence lawmaking.
Standard	Standard Description

C – 3.1.4	Examine and evaluate the effectiveness the role of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government. <i>Examples may include but are not limited to: advise and consent, power of the purse, veto power, judicial review, war powers, treaty negotiation and approval, the necessary and proper clause, and impeachment.</i>
Learning Objectives per standard	Success Criteria
Examine and evaluate the effectiveness of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government.	• Examine how the legislative branch checks executive power. • Examine how the legislative branch checks judicial power. • Examine how the executive branch checks legislative power. • Examine how the judicial branch checks legislative power. • Evaluate the effectiveness of congressional impeachment powers. • Evaluate the effectiveness of congressional war powers. • Evaluate the effectiveness of the Senate’s advise and consent powers. • Evaluate the effectiveness of congressional control of spending and taxation. • Evaluate the effectiveness of checks and balances in preventing abuse of power. • Evaluate how separation of powers distributes authority among the branches of government.
Essential Question(s) for Unit	Recommended Academic Vocabulary for Unit
• Why did the framers create a bicameral legislature? • How does Congress balance representation and lawmaking responsibilities? • How do congressional powers impact the federal government and citizens? • How do separation of powers and checks and balances limit government authority? • How effective is Congress in carrying out its constitutional responsibilities?	• Congress • Bicameral • House of Representatives • Senate • Constituency • Reapportionment • Redistricting • Gerrymandering • Enumerated powers • Implied powers • Necessary and proper clause • Elastic clause • Power of the purse

	• Impeachment • Advise and consent • Treaty ratification • War powers • Speaker of the House • Majority leader • Minority leader • Filibuster • Cloture • Congressional committee • Standing committee • Conference committee • Veto • Checks and balances • Separation of powers
Print Resources	• District's purchased Government/Civics textbook • Supplemental resources as needed Potential primary sources: • <i>United States Constitution — Article I</i> • <i>Federalist No. 10</i> • <i>Federalist No. 51</i> • <i>Federalist No. 57</i> • <i>Brutus No. 1</i> • <i>McCulloch v. Maryland</i> • <i>Baker v. Carr</i> • <i>Shaw v. Reno</i> • <i>Congressional district maps (historical or modern examples)</i> • <i>Congressional Research Service reports or committee documents</i>
Digital Resources	TBD
Summative Assessment	Students are provided a summative assessment that contains items that • Are equivalent practice regarding the MSTEP assessment • Equivalent practice based on the essential questions of the unit Possible performance tasks: Performance Task 1: Gerrymandering and Representation

Overview

Students investigate how congressional district boundaries influence political representation and elections.

Performance Task Components

- Analyze congressional district maps.
- Identify examples of potential gerrymandering.
- Examine how district boundaries influence representation.
- Evaluate arguments for and against redistricting practices.
- Propose alternative district maps or reforms.
- Defend conclusions using constitutional principles and evidence.

Possible Final Products

- Map analysis
- Policy proposal
- Debate
- Multimedia presentation
- Written argument essay

Performance Task 2: Congressional Simulation**Overview**

Students participate in a simulation of the legislative process and congressional decision-making.

Performance Task Components

- Draft proposed legislation.
- Participate in committee review.
- Debate legislation.
- Negotiate amendments or compromises.
- Conduct voting procedures.
- Evaluate how separation of powers and checks and balances influence the legislative process.

Possible Final Products

- Mock Congress
- Legislative hearing

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| | <ul style="list-style-type: none">• Bill proposal• Committee presentation• Reflective analysis essay |
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Unit 4

C – 3.1.2 Identify and describe the purposes, organization, powers, processes, and election of the executive branch as enumerated in Article II of the Constitution.

Examples may include but are not limited to: the President (including election and qualifications to hold office), Commander-in-Chief, appointment power, presidential pardon, executive departments, due care (faithful execution of the laws) clause, independent regulatory agencies, treaty negotiations, veto power, electoral college, Twenty-fifth Amendment.

C – 3.1.4 Examine and evaluate the effectiveness the role of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government.

Examples may include but are not limited to: advise and consent, power of the purse, veto power, judicial review, war powers, treaty negotiation and approval, the necessary and proper clause, and impeachment.

Standard	Standard Description
C – 3.1.2	Identify and describe the purposes, organization, powers, processes, and election of the executive branch as enumerated in Article II of the Constitution. Examples may include but are not limited to: the President (including election and qualifications to hold office), Commander-in-Chief, appointment power, presidential pardon, executive departments, due care (faithful execution of the laws) clause, independent regulatory agencies, treaty negotiations, veto power, electoral college, Twenty-fifth Amendment.
Learning Objectives per standard	Success Criteria
Identify and describe the purposes and organization of the executive branch as enumerated in Article II of the Constitution.	• Identify the structure of the executive branch. • Describe the purposes of the executive branch. • Describe the roles and responsibilities of the President. • Describe the roles and responsibilities of the Vice President. • Describe the roles of executive departments and cabinet members. • Describe the roles of independent regulatory agencies. • Describe qualifications required to hold the office of President. • Describe the presidential line of succession. • Describe the role of the Twenty-fifth Amendment.
Identify and describe the powers of the executive branch as enumerated in Article II of the Constitution.	• Identify expressed powers of the President. • Describe the President's role as Commander-in-Chief.

	• Describe the President's appointment powers. • Describe the President's treaty negotiation powers. • Describe the President's veto power. • Describe the President's pardon power. • Describe the President's role in faithfully executing laws. • Describe executive orders and executive actions. • Describe informal powers of the presidency. • Describe limits placed on executive power.
Identify and describe the processes and election of the executive branch as enumerated in Article II of the Constitution.	• Describe how presidential elections are conducted. • Describe the structure and purpose of the Electoral College. • Describe the process of selecting presidential candidates. • Describe the role of political parties in presidential elections. • Describe how electoral votes are distributed. • Describe how a President may be removed from office. • Describe the process for presidential succession. • Describe how executive branch processes influence government and policy.
Standard	Standard Description
C – 3.1.4	Examine and evaluate the effectiveness the role of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government. <i>Examples may include but are not limited to: advise and consent, power of the purse, veto power, judicial review, war powers, treaty negotiation and approval, the necessary and proper clause, and impeachment.</i>
Learning Objectives per standard	Success Criteria
Examine and evaluate the effectiveness of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government.	• Examine how the executive branch checks legislative power. • Examine how the executive branch checks judicial power. • Examine how the legislative branch checks executive power. • Examine how the judicial branch checks executive power. • Evaluate the effectiveness of the presidential veto. • Evaluate the effectiveness of executive war powers. • Evaluate the effectiveness of executive treaty negotiation powers. • Evaluate the effectiveness of congressional impeachment powers regarding the executive branch.

	• Evaluate the effectiveness of judicial review regarding executive actions. • Evaluate how separation of powers distributes authority among the branches of government.
Essential Question(s) for Unit	Recommended Academic Vocabulary for Unit
• Why did the framers create a single chief executive? • How does the President balance leadership responsibilities with constitutional limits on power? • How do formal and informal presidential powers influence government and public policy? • How does the Electoral College influence presidential elections? • How effective are checks and balances in limiting executive power?	• Executive branch • President • Vice President • Cabinet • Executive department • Independent regulatory agency • Commander-in-Chief • Executive order • Executive agreement • Treaty • Veto • Pocket veto • Pardon • Appointment power • Electoral College • Electoral vote • Faithful execution clause • Impeachment • Twenty-fifth Amendment • Presidential succession • Separation of powers • Checks and balances • War powers • Bureaucracy • Diplomacy
Print Resources	• District's purchased Government/Civics textbook • Supplemental resources as needed Potential primary sources: • <i>United States Constitution — Article II</i>

	• <i>Federalist No. 70</i> • <i>Federalist No. 69</i> • <i>Washington's Farewell Address</i> • <i>War Powers Resolution (1973)</i> • <i>United States v. Nixon</i> • <i>Youngstown Sheet & Tube Co. v. Sawyer</i> • <i>Executive Order 9066</i> • <i>Twenty-fifth Amendment</i> • <i>Electoral College election maps/data</i>
Digital Resources	TBD
Summative Assessment	Students are provided a summative assessment that contains items that • Are equivalent practice regarding the MSTEP assessment • Equivalent practice based on the essential questions of the unit Possible performance tasks: Performance Task 1: Presidential Power Analysis Overview Students investigate the powers of the presidency and evaluate the limits placed on executive authority. Performance Task Components • Analyze formal and informal presidential powers. • Examine historical examples of executive action. • Evaluate constitutional limits on presidential authority. • Analyze how checks and balances impact executive decision-making. • Defend conclusions using constitutional evidence and historical examples. Possible Final Products • Constitutional analysis essay • Presidential case study • Structured debate • Multimedia presentation • Mock executive advisory briefing Performance Task 2: Electoral College Evaluation

	Overview Students investigate the Electoral College and evaluate arguments supporting or criticizing the system. Performance Task Components • Describe how the Electoral College functions. • Analyze historical presidential election outcomes. • Compare popular vote and electoral vote outcomes. • Evaluate strengths and weaknesses of the Electoral College. • Propose and defend possible reforms. Possible Final Products • Debate • Policy proposal • Infographic • Comparative analysis essay • Mock constitutional reform hearing
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Unit 5 Judicial Branch and Constitutional Interpretation

C – 3.1.3 Identify and describe the purposes, organization, powers, processes, and appointment or election of the judicial branch as enumerated in Article III of the Constitution and as established in *Marbury v. Madison*.

Examples may include but are not limited to: the Supreme Court (nomination and appointment process, lifetime tenure), original and appellate jurisdictions, resolution of disputes.

C – 3.1.4 Examine and evaluate the effectiveness the role of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government.

Examples may include but are not limited to: advise and consent, power of the purse, veto power, judicial review, war powers, treaty negotiation and approval, the necessary and proper clause, and impeachment.

C – 3.1.5 Analyze the various levels and responsibilities in the federal and state judicial systems and explain the relationships among them.

C – 3.1.7 Identify and explain how Supreme Court decisions and provisions in the U.S. Constitution have impacted the power of the federal government.

Examples may include but are not limited to: the Bill of Rights, rule of law, enumerated powers, implied powers, federalism, and McCulloch v. Maryland.

Standard	Standard Description
C – 3.1.3	Identify and describe the purposes, organization, powers, processes, and appointment or election of the judicial branch as enumerated in Article III of the Constitution and as established in Marbury v. Madison. <i>Examples may include but are not limited to: the Supreme Court (nomination and appointment process, lifetime tenure), original and appellate jurisdictions, resolution of disputes.</i>
Learning Objectives per standard	Success Criteria
Identify and describe the purposes and organization of the judicial branch as enumerated in Article III of the Constitution and as established in Marbury v. Madison.	• Identify the structure of the federal court system. • Describe the purposes of the judicial branch. • Describe the role of the Supreme Court. • Describe the role of lower federal courts. • Describe how the judicial branch resolves disputes. • Describe how the Constitution established the judicial branch. • Describe how Marbury v. Madison established judicial review. • Describe how judicial review impacts the role of the judicial branch.
Identify and describe the powers and processes of the judicial branch as enumerated in Article III of the Constitution and as established in Marbury v. Madison.	• Identify powers of the judicial branch. • Describe original jurisdiction. • Describe appellate jurisdiction. • Describe the process by which cases reach the Supreme Court. • Describe the role of precedent in judicial decision-making. • Describe how the Supreme Court interprets the Constitution. • Describe limits placed on judicial power. • Describe how judicial review impacts laws and government actions. • Describe how court decisions influence American government and society.
Identify and describe the appointment or election of the judicial branch as enumerated in Article III of the Constitution and as established in Marbury v. Madison.	• Describe the nomination process for federal judges. • Describe the confirmation process for federal judges. • Describe the role of the President in judicial appointments.

	• Describe the role of the Senate in judicial confirmations. • Describe lifetime tenure for federal judges. • Describe how state judges may be selected through elections. • Describe how state judges may be selected through appointments. • Compare similarities and differences between judicial appointment and judicial election systems. • Describe advantages and disadvantages of judicial appointments. • Describe advantages and disadvantages of judicial elections. • Describe how methods of judicial selection may influence judicial independence and accountability.
Standard	Standard Description
C – 3.1.4	Examine and evaluate the effectiveness the role of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government. <i>Examples may include but are not limited to: advise and consent, power of the purse, veto power, judicial review, war powers, treaty negotiation and approval, the necessary and proper clause, and impeachment</i>
Learning Objectives per standard	Success Criteria
Examine and evaluate the effectiveness of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government.	• Examine how the judicial branch checks legislative power. • Examine how the judicial branch checks executive power. • Examine how the legislative branch checks judicial power. • Examine how the executive branch checks judicial power. • Evaluate the effectiveness of judicial review. • Evaluate the effectiveness of the judicial appointment process. • Evaluate the effectiveness of impeachment regarding federal judges. • Evaluate how separation of powers distributes authority among the branches of government. • Evaluate how checks and balances limit judicial power.
Standard	Standard Description
C – 3.1.5	Analyze the various levels and responsibilities in the federal and state judicial systems and explain the relationships among them.

Learning Objectives per standard		Success Criteria
Analyze the various levels and responsibilities in the federal and state judicial systems and explain the relationships among them.		- Analyze the structure of state court systems. - Analyze the structure of the federal court system. - Analyze responsibilities of trial courts. - Analyze responsibilities of appellate courts. - Analyze responsibilities of state supreme courts. - Analyze responsibilities of the United States Supreme Court. - Explain relationships between federal and state court systems. - Explain how cases move through court systems. - Analyze similarities and differences between federal and state courts. - Analyze how jurisdiction impacts court responsibilities.
Standard	Standard Description	
C – 3.1.7	Identify and explain how Supreme Court decisions and provisions in the U.S. Constitution have impacted the power of the federal government. <i>Examples may include but are not limited to: the Bill of Rights, rule of law, enumerated powers, implied powers, federalism, and McCulloch v. Maryland.</i>	
Learning Objectives per standard		Success Criteria
Identify and explain how provisions in the U.S. Constitution have impacted the power of the federal government.		- Identify provisions in the U.S. Constitution that impact federal power. - Explain how enumerated powers impact the authority of the federal government. - Explain how implied powers impact the authority of the federal government. - Explain how federalism impacts the relationship between state and federal governments. - Explain how the Bill of Rights impacts the power of the federal government. - Explain how the rule of law impacts the authority of the federal government. - Explain how constitutional interpretation impacts the role of the federal government. Analyze examples of Supreme Court decisions that expanded or limited federal power.

Identify and explain how Supreme Court decisions have impacted the power of the federal government.	• Identify Supreme Court decisions that impacted federal power. • Explain how Supreme Court decisions expanded the power of the federal government. • Explain how Supreme Court decisions limited the power of the federal government. • Explain how Supreme Court decisions impacted the relationship between state and federal governments. • Explain how Supreme Court decisions influenced constitutional interpretation. • Analyze how Supreme Court decisions shaped the authority of the federal government.
Essential Question(s) for Unit	Recommended Academic Vocabulary for Unit
• Why did the framers create an independent judicial branch? • How does the judicial branch interpret and apply the Constitution? • How does judicial review impact the balance of power within the federal government? • How do federal and state court systems interact with one another? • How do methods of judicial selection impact judicial independence and accountability? • How have Supreme Court decisions shaped the power of the federal government?	• Judicial branch • Judicial review • Marbury v. Madison • Supreme Court • Federal court • State court • Trial court • Appellate court • Jurisdiction • Original jurisdiction • Appellate jurisdiction • Precedent • Rule of law • Enumerated powers • Implied powers • Federalism • Constitutional interpretation • Due process • Equal protection • Judicial activism • Judicial restraint

	• Stare decisis • Writ of certiorari • Majority opinion • Dissenting opinion • Concurrent opinion • Judicial appointment • Judicial election • Lifetime tenure
Print Resources	• District's purchased Government/Civics textbook • Supplemental resources as needed Potential primary sources: • <i>United States Constitution — Article III</i> • <i>Marbury v. Madison</i> • <i>McCulloch v. Maryland</i> • <i>Federalist No. 78</i> • <i>Gideon v. Wainwright</i> • <i>Brown v. Board of Education</i> • <i>Tinker v. Des Moines</i> • <i>Miranda v. Arizona</i> • <i>United States v. Nixon</i> • <i>Selected excerpts from the Bill of Rights</i>
Digital Resources	TBD
Summative Assessment	Students are provided a summative assessment that contains items that • Are equivalent practice regarding the MSTEP assessment • Equivalent practice based on the essential questions of the unit Possible performance tasks: Performance Task 1: Bill of Rights and Civil Liberties Case Study Overview Students investigate how Supreme Court decisions have interpreted constitutional rights and liberties. Performance Task Components • Analyze a Supreme Court case involving constitutional rights. • Identify constitutional principles involved in the case. • Analyze majority and dissenting arguments.

	• Explain how the case impacted American government or society. • Evaluate how the case influenced constitutional interpretation. Possible Final Products • Case brief • Mock Supreme Court hearing • Multimedia presentation • Constitutional analysis essay • Socratic seminar Performance Task 2: Judicial Review Simulation Overview Students participate in a judicial review simulation involving a constitutional issue. Performance Task Components • Analyze a constitutional dispute. • Interpret constitutional provisions. • Develop legal arguments. • Evaluate the constitutionality of a law or government action. • Defend conclusions using precedent and constitutional reasoning. Possible Final Products • Mock court hearing • Judicial opinion writing • Oral argument simulation • Legal analysis presentation • Comparative constitutional essay
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Unit 6: Federalism and State, Local, and Tribal Government

C – 3.1.6 Evaluate major sources of revenue and major expenditures of the federal government.

Examples may include but are not limited to: discretionary spending, federal income tax, and mandatory spending.

C – 3.2.1 Describe limits the U.S. Constitution places on powers of the states and on the federal government’s power over the states.

Examples of limits on state power include but are not limited to: prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments.

Examples of limits on federal power over states include but are not limited to: federal government cannot abolish a state; Tenth Amendment reserves powers to the states; federal government cannot commandeer state employees.

C – 3.2.2 Explain interactions and tensions among federal, state, and local governments using the necessary and proper clause, the Commerce Clause, and the Tenth Amendment.

C – 3.2.3 Describe how state, local, and tribal governments are organized, their major responsibilities, and how they affect the lives of people residing in their jurisdiction(s).

C – 3.2.4 Analyze sovereignty of tribal governments in interactions with U.S. governments, including treaty formation, implementation, and enforcement between federal, state, and local governments and tribal governments.

C – 3.2.5 Evaluate the major sources of revenue and expenditures for state, local, and tribal governments.

C – 3.2.6 Describe and evaluate referendums, initiatives, and recall as mechanisms used to influence state and local government. Use a case study to examine the impact of one such listed mechanism.

Standard	Standard Description
C – 3.2.1	Describe limits the U.S. Constitution places on powers of the states and on the federal government’s power over the states. <i>Examples of limits on state power include but are not limited to: prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments.</i> <i>Examples of limits on federal power over states include but are not limited to: federal government cannot abolish a state; Tenth Amendment reserves powers to the states; federal government cannot commandeer state employees.</i>
Learning Objectives per standard	Success Criteria
Describe limits the U.S. Constitution places on powers of the states.	• Describe constitutional limits placed on state governments. • Describe why states cannot coin money.

	• Describe why states cannot enter treaties with foreign governments. • Describe limits placed on states regarding interstate commerce. • Describe how the Constitution limits state authority. • Describe how constitutional limits impact relationships among states and the federal government.
Describe limits the U.S. Constitution places on the federal government's power over the states.	• Describe constitutional limits placed on the federal government regarding states. • Describe how the Tenth Amendment reserves powers to the states. • Describe why the federal government cannot abolish states. • Describe limits placed on the federal government regarding state employees and state governments. • Describe how constitutional limits protect state powers. • Describe how constitutional limits impact federalism.
Standard	Standard Description
C – 3.2.2	Explain interactions and tensions among federal, state, and local governments using the necessary and proper clause, the Commerce Clause, and the Tenth Amendment.
Learning Objectives per standard	Success Criteria
Explain interactions and tensions among federal, state, and local governments using the necessary and proper clause.	• Explain the purpose of the necessary and proper clause. • Explain how the necessary and proper clause expands federal power. • Explain how implied powers influence interactions among governments. • Explain tensions that may develop regarding implied powers. • Explain how interpretation of the necessary and proper clause impacts federalism.
Explain interactions and tensions among federal, state, and local governments using the Commerce Clause.	• Explain the purpose of the Commerce Clause. • Explain how the Commerce Clause impacts interstate commerce. • Explain how the Commerce Clause expands federal authority.

	• Explain tensions involving federal regulation and state power. • Explain how interpretation of the Commerce Clause impacts federalism.
Explain interactions and tensions among federal, state, and local governments using the Tenth Amendment.	• Explain the purpose of the Tenth Amendment. • Explain how the Tenth Amendment reserves powers to the states. • Explain how the Tenth Amendment limits federal power. • Explain tensions involving reserved powers and federal authority. • Explain how interpretation of the Tenth Amendment impacts federalism.
Standard	Standard Description
C – 3.2.3	Describe how state, local, and tribal governments are organized, their major responsibilities, and how they affect the lives of people residing in their jurisdiction(s).
Learning Objectives per standard	Success Criteria
Describe how state governments are organized, their major responsibilities, and how they affect the lives of people residing in their jurisdiction(s).	• Describe the structure of state governments. • Describe responsibilities of state governments. • Describe powers reserved to the states. • Describe services provided by state governments. • Describe how state governments impact citizens' daily lives.
Describe how local governments are organized, their major responsibilities, and how they affect the lives of people residing in their jurisdiction(s).	• Describe the structure of local governments. • Describe responsibilities of local governments. • Describe services provided by local governments. • Describe how local governments impact citizens' daily lives. • Describe relationships between state and local governments.
Describe how tribal governments are organized, their major responsibilities, and how they affect the lives of people residing in their jurisdiction(s).	• Describe the structure of tribal governments. • Describe responsibilities of tribal governments. • Describe services provided by tribal governments. • Describe how tribal governments impact citizens within their jurisdictions. • Describe relationships between tribal governments and other levels of government.

Standard	Standard Description	
C– 3.2.4	Analyze sovereignty of tribal governments in interactions with U.S. governments, including treaty formation, implementation, and enforcement between federal, state, and local governments and tribal governments.	
Learning Objectives per standard		Success Criteria
Analyze sovereignty of tribal governments in interactions with U.S. governments.		- Analyze the meaning of tribal sovereignty. - Analyze relationships between tribal governments and the federal government. - Analyze relationships between tribal governments and state governments. - Analyze relationships between tribal governments and local governments. - Analyze how tribal sovereignty differs from state sovereignty. - Analyze tensions involving tribal sovereignty and governmental authority. - Analyze how tribal sovereignty impacts governance and public policy.
Analyze treaty formation, implementation, and enforcement between federal, state, local, and tribal governments.		- Analyze the purpose of treaties involving tribal governments. - Analyze how treaties are formed between tribal governments and the United States. - Analyze how treaties impact tribal sovereignty. - Analyze how treaties are implemented and enforced. - Analyze conflicts involving treaty interpretation and enforcement. - Analyze how treaties influence relationships among governments. - Analyze how treaty disputes impact tribal governments and citizens.
Standard	Standard Description	
C – 3.2.5	Evaluate the major sources of revenue and expenditures for state, local, and tribal governments.	
Learning Objectives per standard		Success Criteria

Evaluate the major sources of revenue and expenditures for state governments.	• Identify major sources of revenue for state governments. • Identify major expenditures for state governments. • Explain how state governments generate revenue. • Explain how state governments prioritize spending. • Evaluate challenges state governments face regarding budgeting and expenditures. • Evaluate how state government spending impacts citizens and public services.
Evaluate the major sources of revenue and expenditures for local governments.	• Identify major sources of revenue for local governments. • Identify major expenditures for local governments. • Explain how local governments generate revenue. • Explain how local governments prioritize spending. • Evaluate challenges local governments face regarding budgeting and expenditures. • Evaluate how local government spending impacts citizens and public services.
Evaluate the major sources of revenue and expenditures for tribal governments.	• Identify major sources of revenue for tribal governments. • Identify major expenditures for tribal governments. • Explain how tribal governments generate revenue. • Explain how tribal governments prioritize spending. • Evaluate challenges tribal governments face regarding budgeting and expenditures. • Evaluate how tribal government spending impacts citizens and public services.
Standard	Standard Description
C – 3.2.6	Describe and evaluate referendums, initiatives, and recall as mechanisms used to influence state and local government. Use a case study to examine the impact of one such listed mechanism.
Learning Objectives per standard	Success Criteria
Describe and evaluate referendums, initiatives, and recall as mechanisms used to influence state and local government.	• Describe the purpose of referendums. • Describe the purpose of initiatives. • Describe the purpose of recall elections. • Describe how citizens use direct democracy mechanisms. • Evaluate the effectiveness of referendums.

	• Evaluate the effectiveness of initiatives. • Evaluate the effectiveness of recall elections. • Evaluate how direct democracy mechanisms influence government and public policy.
Use a case study to examine the impact of referendums, initiatives, or recall mechanisms.	• Identify a referendum, initiative, or recall case study. • Describe the issue involved in the case study. • Describe the outcome of the case study. • Examine how the mechanism influenced public policy or government. • Examine public reactions to the case study. • Evaluate the impact of the mechanism on state or local government.
Essential Question(s) for Unit	Recommended Academic Vocabulary for Unit
• How does the Constitution balance power between state and federal governments? • Why do tensions exist among federal, state, local, and tribal governments? • How do state, local, and tribal governments impact citizens' daily lives? • How does tribal sovereignty influence relationships with other governments? • How do revenue and expenditures impact government priorities and services? • How do citizens influence state and local government through direct democracy?	• Federalism • Reserved powers • Concurrent powers • Delegated powers • Tenth Amendment • Necessary and proper clause • Commerce Clause • Supremacy Clause • State government • Local government • Tribal government • Tribal sovereignty • Jurisdiction • Treaty • Referendum • Initiative • Recall election • Revenue • Expenditure • Taxation • Budget

	• Public policy • Direct democracy • Home rule • Intergovernmental relations
Print Resources	• District’s purchased Government/Civics textbook • Supplemental resources as needed Potential primary sources: • <i>United States Constitution — Tenth Amendment</i> • <i>United States Constitution — Commerce Clause</i> • <i>McCulloch v. Maryland</i> • <i>Gibbons v. Ogden</i> • <i>United States v. Lopez</i> • <i>Worcester v. Georgia</i> • <i>Cherokee Nation v. Georgia</i> • <i>Tribal treaties involving the United States</i> • <i>State constitutions (selected excerpts)</i> • <i>State or local referendum/initiative ballot language</i>
Digital Resources	TBD
Summative Assessment	Students are provided a summative assessment that contains items that • Are equivalent practice regarding the MSTEP assessment • Equivalent practice based on the essential questions of the unit Possible performance tasks: Performance Task 1: Federalism Case Study Overview Students investigate a modern conflict involving federal, state, local, or tribal governments. Performance Task Components • Identify the constitutional issue involved. • Analyze powers held by different levels of government. • Analyze tensions between governmental authorities. • Evaluate how constitutional principles apply to the issue. • Defend conclusions using evidence and constitutional reasoning. Possible Final Products

	• Case study analysis • Debate • Multimedia presentation • Policy proposal • Constitutional argument essay Performance Task 2: State or Local Policy Investigation Overview Students investigate how state or local governments address public issues within their communities. Performance Task Components • Investigate a state or local policy issue. • Identify governmental responsibilities related to the issue. • Analyze revenue and expenditure considerations. • Examine citizen participation or direct democracy mechanisms connected to the issue. • Evaluate the effectiveness of governmental responses. Possible Final Products • Community policy presentation • Research report • Public hearing simulation • Infographic • Civic action proposal
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Unit 7 Political Behavior, Media, and Public Policy

C – 3.3.1 Describe and analyze how groups and individuals influence public policy.

Examples may include but are not limited to: political action committees, voluntary organizations, professional organizations, civic organizations, media.

C – 3.3.2 Describe the evolution of political parties and their contemporary influence on public policy.

C – 3.3.3 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.

C – 3.3.4 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.

C – 3.3.5 Identify and discuss roles of non-governmental organizations in American civic society.

C – 3.3.6 Explain functions and possible influence of various news and other media sources in political communication.

Examples may include but are not limited to: television, print, press, Internet (including social media), radio.

C – 3.3.7 Analyze the credibility and validity of various forms of political communication.

Examples of analysis may include but are not limited to: logic, factual accuracy, selective omission, emotional appeal, distorted evidence, appeals to bias or prejudice, confirmation and source bias.

