



## Civics Grade 12

### Content Summary

The one semester course, Civics, gives a structure for students to examine current issues and the position of the United States in these issues. Students are encouraged to form opinions based on researched facts and determine their personal responses. The class will focus on the Constitution, economic underpinnings of the U.S. government, the institutions of government, Civil Rights and liberties, political beliefs and behaviors, and public policy. Students finishing this class will leave with a base of knowledge and a system of analysis that will enable them to become active participants in a democratic society.

### Skill Summary

Throughout high school, students enrolled in Spokane Public Schools have developed skills in the study and practice of thinking, reading, and writing strategies. World History and American Studies courses have challenged students to continue to practice and develop these skills as they were exposed to more complex and sophisticated texts and concepts. Civics will offer the opportunity for students to analyze the Constitution and the economic underpinnings of the U.S. government. Students will be expected to expand their skills regarding position and bias as well as improving research skills.

### Unit Assessments

At the end of units three and five, students will complete an assessment that focuses on a summative Grade Level Expectation (GLE) that summarizes the learning for the unit.

**Unit Two**—For the Unit Two Performance Assessment, students will complete the OSPI Classroom-Based Assessment (CBA) in social studies for 12th grade titled, “Constitutional Issues.” This assessment allows students to select an issue of their choice and take a position on the issue that considers the interaction between individual rights and the common good. Students will demonstrate their understanding of the Constitution as well as court cases or government policy as it relates to their position. Students will make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

**Unit Six**—Students will continue to deepen their knowledge of the topic they selected for the CBA. Students will follow up their CBA by creating their own PAC or Interest Group and write a plan of action for an Advocacy Campaign presentation. Students will select their presentation method, but all students will be scored on the Unit Six Rubric.

## Civics Scope and Sequence Overview

Unit	Unit Theme	Suggested # of Days
Unit 1: Citizenship and You	Rights, Duties and Responsibilities of Citizens	10
Unit 2: Foundations of Government	Overview of Government and Key Documents	10
Assessment	Constitutional Issue CBA	10
Unit 3: Institutions of Government	The Federal Government and the Bureaucracy	15
Unit 4: State and Local Governments	State and Local Government	10
Unit 5: Political Beliefs, Parties, and Influencing Decision Making	Voting Rights, Political Parties, Interest Groups, Mass Media, and Polling	15
Unit 6: Public Policy	Public Policy	15
Assessment	Public Policy Assessment	5
<b>Total Number of Suggested Days</b>		<b>90</b>

Unit 1	Citizenship and You		
Scope and Sequence	Possible Standards and Learning Targets		Resources (R) & Sample Learning Activities (LA)
<p><b>10 Days: Rights, Duties and Responsibilities of Citizenship</b></p> <p>Focus Areas:</p> <ul style="list-style-type: none"> <li>• Rights, Duties and Responsibilities of Citizenship</li> <li>• Levels of Citizenship</li> <li>• Immigration &amp; Pathways to Citizenship</li> <li>• Pledge of Allegiance</li> </ul> <p><b><u>Vocabulary</u></b>  citizenship  rights  responsibilities  duties  immigration  allegiance  civic virtue  nationalization</p>	Civics: 1.1.1 – Analyzes and evaluates the ways in which state and U.S. Constitutions and other Fundamental Documents promote key ideals and principles	I can explain the ideals and principles within our Fundamental Documents.	Text: MAGRUDER’S American Government
	Civics: 1.4.1 – Analyzes and evaluates .... To establish or preserve individual rights and/or promote common good	I can explain the values, ideals, and challenges of citizenship facing the United States today.	
	Geography 3.2.2 – Analyzes and evaluates the social and political factors affecting cultural interactions	I can explain regional, social, and political factors that influence cultural interactions.	
	Geography 3.2.3 – Analyzes and evaluates current opportunities and obstacles connected with international migration	I can explain the economic causes that contribute to international migration.	
	CCSS (Writing 11-12.9): Draw evidence from informational texts to support analysis, reflection, and research	I can use informational texts to explain the economic costs and benefits of Citizenship in the United States.	

Unit 2	Foundations of Government		
Scope and Sequence	Possible Standards and Learning Targets		Resources (R) & Sample Learning Activities (LA)
<p><b>10 Days: Overview of Government and Key Documents</b></p> <p>Focus Areas:</p> <p>A: Government Overview</p> <ul style="list-style-type: none"> <li>Forms, Systems, &amp; Types of Government</li> </ul> <p>B: Declaration of Independence</p> <ul style="list-style-type: none"> <li>Structure and Purpose of the Dec. of Ind.</li> <li>Analysis of Dec. of Ind. For its impact on current American Government</li> </ul> <p>C: Articles of Confederation</p> <ul style="list-style-type: none"> <li>Key Concepts</li> <li>Government Structure</li> <li>Analysis of its demise</li> </ul> <p>D: Constitution</p> <ul style="list-style-type: none"> <li>Key Ideals and Principles</li> <li>Key Compromises</li> <li>Federalists Vs. Anti-Federalists</li> <li>Structure and Purpose</li> <li>Bill of Rights</li> <li>Amendment Process</li> </ul> <p>E: Economic Underpinnings</p>	<p>Civics: 1.1.1 – Analyzes and evaluates the ways in which state and U.S. Constitutions and other Fundamental Documents promote key ideals and principles</p>	<p>Students will be able to demonstrate similarities in the structures of State Constitutions with the U.S. Constitution through writing with textual evidence.</p>	<p>Text: MAGRUDER’S American Government</p>
	<p>Civics: 1.2.2 – Evaluates the effectiveness of federalism in promoting the common good and protecting individual rights, and the system of checks and balances during a particular administration, court, Congress, or legislature</p>	<p>Students will be able to explain through writing the historical influences, evolution, and development of the executive, courts, and/or Congress.</p>	
	<p>Civics: 1.2.3 -- Analyzes and evaluates the structures of state, tribal, and federal forms of governments by comparing them to those of other governments</p>	<p>Students will explain the structures of government by using graphic organizers.</p>	
	<p>Civics: 1.2.4 – Understands and evaluates how political systems in the US operate</p>	<p>Students can discuss the strengths and weaknesses of political systems in the United States</p>	
	<p>History 4.4.1 – Evaluates positions on a current issue based on an analysis of history</p>	<p>I can discuss the historical roots of current events and issues.</p>	

<p><u>Key Documents:</u>  Declaration of Independence  Articles of Confederation  Constitution</p>	<p>Economics: 2.2 – Understands how economic systems function</p>	<p>I can use a graphic organizer to demonstrate the pros and cons of different economic systems.</p>	
<p><u>Vocabulary</u>  government  state  state of nature  natural rights  ideals</p>	<p>CCSS (Writing 11-12.9): Draw evidence from informational texts to support analysis, reflection, and research</p>	<p>Students can use informational texts to explain how the structures of government function.</p>	
<p>principles  confederation  federal  unitary  Constitution  separation of powers  checks and balances  Federalism  democracy  monarchy  oligarchy  autocracy  anarchy  amendment  limited government  popular sovereignty  representative democracy  direct democracy  Bill of Rights  mixed economy  market economy  capitalism  judicial review  constitutional  unconstitutional</p>			

Assessment	Citizenship and You		
Scope and Sequence	Possible Standards and Learning Targets		Resources (R) & Sample Learning Activities (LA)
<p><b>10 Days: CBA</b></p> <p>OSPI Constitutional Based Assessment</p>	<p>1.4.1. Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good</p>	<p>States a position on the issue that includes a proposal for balancing individual rights and the common good. AND Includes an analysis of how to advocate for this position.</p>	<p>OSPI Constitutional Based Assessment</p>
	<p>1.1.1. Analyzes and evaluates the ways in which the US Constitution and other fundamental documents promote key ideals and principles.</p>	<p>Provides reason(s) for the position supported by evidence.  The evidence includes: An analysis of how the Constitution promotes two or more specific ideals or principles logically connected to the issue.</p>	
	<p>1.1.2. Evaluates how well court decisions and government policies have upheld democratic ideals and principles in the United States.</p>	<p>The evidence for the position includes: A detailed evaluation of how well a court case OR a government policy upheld a constitutional principle related to the issue, including: A discussion of competing viewpoints related to the case or policy.</p>	
	<p>5.4.1. Evaluates and interprets other points of view on an issue within a paper or presentation.</p>	<p>The evidence for the position includes: A fair interpretation and a refutation of a position on the issue that contrasts with the student's own.</p>	

	<p>5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.</p> <p>5.2.2 Evaluates the validity, reliability, and credibility of sources while researching an issue or event.</p>	<p>Makes explicit references within the paper or presentation to <b>four or more</b> credible sources that provide relevant information.</p> <p>Cites sources within the paper, presentation, or bibliography.</p>	
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# Constitutional Issues CBA

Citizens in a democracy have the right and responsibility to make informed decisions. You will make an informed decision on a public issue after researching and discussing different perspectives on this issue.

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## *Directions to students<sup>1</sup>*

### **In a cohesive paper or presentation<sup>2</sup>, you will:**

State a position on the issue that considers the interaction between individual rights and the common good AND includes an analysis of how to advocate for your position.

Provide reason(s) for your position that include:

- An analysis of how the Constitution promotes one specific ideal or principle logically connected to your position on the issue.
- An evaluation of how well the Constitution was upheld by a court case OR a government policy related to your position on the issue.
- A fair interpretation of a position on the issue that contrasts with your own.

Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

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<sup>1</sup> This directions page guides students towards the “proficient” level (level “3”) for this CBA. To help students reach “excellent” (level “4”), please refer to the rubric or, if available, the graphic organizer.

<sup>2</sup> Students may do a paper or presentation in response to the CBA provided that for either format, there is documentation of this response that someone outside their classroom could easily understand and review using the rubric (e.g., a videotaped presentation, an electronic written document).

**Office of Superintendent of Public Instruction – July 2008**

### Essential Question

- Discuss with students what the concepts covered in this CBA are, why they are important, and how they are relevant to students' lives.
- Share essential questions on why these concepts matter:

### Key Concepts, Vocabulary, & Schema

- Start brainstorming topics of interest with students. Help students to analyze how issues relate to the concepts addressed in the CBA
- Have a discussion about what the key concepts are.
- Review relevant GLEs
- Review essential content.
- Review rubric and its required elements.
- Model the CBA with one topic with the entire class.
- Choose an issue or topic for your class
- Have students brainstorm relevant resources.
- Model how to locate information and determine the credibility of sources
- Look at sources related to the issues.
- Have students bring in relevant research (e.g., newspaper articles, personal interviews)
- Have all students look at one set of resources from various perspectives on the issue chosen by the teacher. (Review words specific to the CBA and its rubric)
- Model the use of the graphic organizer
- Model how positions on the issue or topic relate to the required elements of the rubric.
- Brainstorm stakeholders or perspectives involved with the issue or topic.
- Model how to identify and evaluate other positions or perspectives on the issue or topic.
- Model how to cite and reference sources properly to support positions on the issue or topic.
- Complete a graphic organizer connected with the CBA as a class.
- Have students look at a sample paper to show what a proficient response looks like and to understand the scoring process.

### Individual Inquiry

- Determine the level of choice for students in selecting an issue or topic. Help students choose an issue or topic for individual inquiry. Possible ways of determining the issue or topic include:
- Have students choose from a predetermined list of topics for which there are ample resources
  - Have students choose any issue or topic.
  - Have all students in the entire class focus on one issue or topic.
- Model how to determine a research question
  - Have students determine their research question on the issue or topic they have selected. e.g., "How can you balance the right to own guns and public safety?"
  - Have students create a list of sub-questions related to each component of the rubric.  
Examples:
    - "What constitutional principles relate to gun ownership?"
    - "What court cases or government policies have dealt with gun ownership?"
    - "What positions are there on gun ownership?"
    - "How are these positions justified?"
  - Have students develop a plan to gather information to address the research and sub questions. Students may conduct research with sources provided or they may find sources on their own.
  - Have students analyze and evaluate each source for relevance to their research questions.
  - Have students evaluate and revise their research question based on initial review of sources.
  - Have students develop a position on the issue or topic related to the required elements of the rubric
  - Have students begin to complete a graphic organizer connected with the CBA.

**Discussion**

• Revisit the essential question in preparation for class discussion.
• If appropriate, choose a strategy for having students discuss with one another their initial conclusions on the issue(s) or topic(s) they are researching. For example, organize students into small groups around similar topics or constitutional principles addressed and have students discuss their initial positions.
• Have students revisit their research questions and initial positions and revise as necessary.

**Organization, Synthesis, Position & Presentation**

• Have students complete the graphic organizer provided to prepare a draft of their final response.
• Have students evaluate their research to ensure that they have adequate evidence, information, and credible sources to address all aspects of the rubric.
• Have students review the persuasive paper or presentation checklist before drafting their paper or presentation.
• Have students develop an initial draft of a coherent paper or presentation that address all aspects of the rubric.
• Have students complete a bibliography (requiring that the bibliography be annotated is at the teacher's discretion).
• Allow students opportunities to receive feedback on whether or not their paper or presentation includes all of the required elements of the rubric or any other aspects of the paper or presentation not scored on the rubric, such as the writing process.
• Have students complete a final draft of their response to the CBA.
• Score student's final work using the rubric and/or the scoring matrix.
• Consider opportunities for students to present their work to a meaningful audience.

*Teachers integrating writing with social studies are encouraged to use one of the writing checklists with students.*

**EXAMPLE: Grade 10 - Checklist for Persuasive Writing**

My paper or presentation will be convincing if I include thoughtful and specific content and organize my paper or presentation well. That means I should

- follow the directions for the CBA;
- have a clear position and stay focused on that position;
- have evidence to support my position;
- elaborate by using reasons, well-chosen and specific details, examples, anecdotes, facts, and/or statistics as evidence to support my arguments;
- organize my paper or presentation to make the best case for my position;
- consider the opposing argument(s) and, if important, refute (prove false);
- begin my paper or presentation with an opening, include a statement of position, and end my paper or presentation with an effective persuasive conclusion, such as a call for action;
- use transitions to connect my position, arguments, and evidence.

My paper or presentation will be convincing if I demonstrate an interesting style. That means I should

- show that I am committed to my position by paper or presentation in a voice appropriate for my audience and purpose;
- use words, phrases, and persuasive techniques that urge or compel the audience to support my position;
- use different types and lengths of sentences.

My paper or presentation will be more convincing if I follow conventions in writing or speaking.

That means I should

- follow the rules of grammar and Standard English usage,
- spell words correctly when writing,
- use correct capitalization when writing,
- use correct punctuation when writing,
- write or speak in complete sentences,
- show where new paragraphs begin when writing.

# Graphic Organizer for Constitutional Issue CBA

## Public Issue

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## Position

Position
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Connection to <b>individual rights</b>	Connection to the <b>common good</b>
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Evaluation of interaction between individual rights and the common good	Analysis of how to advocate the position
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## Reasons for Position

Reason(s) for position
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Constitutional principle or ideal:
Connection to the issue

Constitutional principle or ideal:
Connection to the issue

Court case or government policy
Evaluation of how well court case or government policy upheld a constitutional principle

Contrasting position and Interpretation of contrasting position
Refutation of Contrasting Position

		-----PASSING-----			-----NOT PASSING-----	
11 <sup>th</sup> Grade GLE (EALR)		4 - Excellent	3 – Proficient	2 - Partial	1 - Minimal	
<b>A</b>	<p><b>1.4.1. Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.</b></p> <p><i>(EALR 1.4. Understands civic involvement)</i></p>	<p>States a position on the issue that includes a proposal for balancing individual rights and the common good. AND Includes an analysis of how to advocate for this position.</p>	<p>States a position on the issue that evaluates or considers the interaction between individual rights and the common good AND Includes an analysis of how to advocate for this position.</p>	<p>States a position on the issue that evaluates or considers the interaction between individual rights and the common good but does NOT Include an analysis of how to advocate for this position.</p>	<p>States a position on the issue that addresses individual rights OR the common good.</p>	
<b>B</b>	<p><b>1.1.1. Analyzes and evaluates the ways in which the US Constitution and other fundamental documents promote key ideals and principles.</b></p> <p><i>(EALR 1.1. Understands key ideals and principles...)</i></p>	<p>Provides reason(s) for the position supported by evidence.  The evidence includes: An analysis of how the Constitution promotes two or more specific ideals or principles logically connected to the issue.</p>	<p>Provides reason(s) for the position supported by evidence.  The evidence includes: An analysis of how the Constitution promotes one specific ideal or principle logically connected to the issue.</p>	<p>Provides reason(s) for the position supported by evidence. The evidence includes: a reference to the Constitution WITHOUT an analysis of how the Constitution logically connects to the issue.</p>	<p>Provides reason(s) for the position: The evidence includes: a reference to the Constitution that is partial or unclear.</p>	
<b>C</b>	<p><b>1.1.2. Evaluates how well court decisions and government policies have upheld democratic ideals and principles in the United States.</b></p> <p><i>(EALR 1.1. Understands key ideals and principles...)</i></p>	<p>The evidence for the position includes: A detailed evaluation of how well a court case OR a government policy upheld a constitutional principle related to the issue, including: A discussion of competing viewpoints related to the case or policy.</p>	<p>The evidence for the position includes: An evaluation of how well a court case OR a government policy upheld a constitutional principle related to the issue.</p>	<p>The evidence for the position includes: a description of a court case or a government policy WITHOUT an evaluation of how it upheld constitutional principles related to the issue.</p>	<p>The evidence for the position includes: A description of a court case or a government policy that is partial or unclear.</p>	
<b>D</b>	<p><b>5.4.1. Evaluates and interprets other points of view on an issue within a paper or presentation.</b></p> <p><i>(EALR 5.4. Creates a product...)</i></p>	<p>The evidence for the position includes: A fair interpretation and a refutation of a position on the issue that contrasts with the student's own.</p>	<p>The evidence for the position includes: A fair interpretation of a position on the issue that contrasts with the student's own.</p>	<p>The evidence for the position includes: a description of a position(s) on the issue with no evaluation</p>	<p>The evidence for the position includes: A description of another position on the issue that is partial or unclear.</p>	
<b>E</b>	<p><b>5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.</b></p> <p><i>(EALR 5.4. Creates a product...)</i></p> <p><b>5.2.2 Evaluates the validity, reliability, and credibility of sources while researching an issue or event.</b></p> <p><i>(EALR 5.2: Uses inquiry-based research.)</i></p>	<p>Makes explicit references within the paper or presentation to <b>four or more</b> credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography.</p>	<p>Makes explicit references within the paper or presentation to <b>three</b> credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography.</p>	<p>Makes explicit references within the paper or presentation to <b>two</b> credible sources that provide relevant information.  Cites sources within the paper, presentation, or bibliography.</p>	<p>Makes explicit references within the paper or presentation to <b>one</b> credible source that provides relevant information.  Cites the source within the paper, presentation, or bibliography.</p>	

Unit 3	Institutions of Government		
Scope and Sequence	Possible Standards and Learning Targets		Resources (R) & Sample Learning Activities (LA)
<p><b>15 days: The Federal Government and the Bureaucracy</b></p> <p>Focus Areas:</p> <p>A: Congress</p> <ul style="list-style-type: none"> <li>• Structure and Powers</li> <li>• How a Bill Becomes a Law</li> </ul> <p>B: President</p> <ul style="list-style-type: none"> <li>• Structure and Powers</li> <li>• Executive Orders</li> </ul> <p>C: Courts</p> <ul style="list-style-type: none"> <li>• Structure and Powers</li> <li>• Civil v. criminal courts</li> <li>• Judicial Review</li> </ul> <p>D: Bureaucracy</p> <ul style="list-style-type: none"> <li>• Cabinet</li> <li>• Agencies (independent)</li> <li>• Executive office</li> </ul> <p><u>Vocabulary</u></p> <p>executive legislative judicial bureaucracy senate house of representatives Electoral College</p>	<p>Civics: 1.1.1 – Analyzes and evaluates the ways in which state and U.S. Constitutions and other Fundamental Documents promote key ideals and principles</p>	<p>Students will be able to explain how the Constitution represents and promotes key ideals and principles.</p>	<p>Text: MAGRUDER’S American Government</p>
	<p>Civics: 1.2.1 – Evaluates how well federal, state, and local court decisions and government policies have upheld key ideals and principles in the United States</p>	<p>Students will be able to evaluate the extent in which Supreme Court opinions are supported by the Constitution.</p>	
	<p>Civics: 1.2 – Understands the purposes, organization, and function of governments, laws, and political systems</p>	<p>Students will model and simulate the process of creating a law.</p>	
	<p>CCSS (Writing 11-12.9): Draw evidence from informational texts to support analysis, reflection, and research</p>	<p>Students will be able to use informational texts to explain how judicial review continues to impact our court systems today.</p>	

<p>executive Agencies diplomacy executive order veto treaties majority minority</p> <p><u>Key Documents:</u> Constitution Key Supreme Court Cases</p>			
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Unit 4	State and Local Governments		
Scope and Sequence	Possible Standards and Learning Targets		Resources (R) & Sample Learning Activities (LA)
<p><b>15 Days: State and Local Government</b></p> <p>Focus Areas: Focus Areas: A: State, County, and Local Governments</p> <ul style="list-style-type: none"> <li>• Power Structure</li> <li>• Relation with various levels of Government (Federal and Local)</li> </ul> <p><u>Vocabulary</u> state ordinances charter commissioners governor county city tribal government</p> <p><u>Key Documents:</u> Constitution</p> <p><b>** <u>work to get a city council member/ quest speaker</u></b></p>	<p>Civics: 1.2 – Understands the purposes, organization, and function of governments, laws, and political systems</p>	<p>Students will be able to visually represent the power structure of State, County, or City government.</p>	<p>Text: MAGRUDER’S American Government</p>
	<p>Civics: 1.2.3 -- Analyzes and evaluates the structures of state, tribal, and federal forms of governments by comparing them to those of other governments</p>	<p>Students will be able to use graphic organizers to compare the bureaucratic processes at the State and Federal levels.</p>	
	<p>Civics: 1.4.1 – Analyzes and evaluates .... To establish or preserve individual rights and/or promote common good</p>	<p>Students will be able to discuss the efficiency of state and federal government.</p>	
	<p>CCSS (Writing 11-12.9): Draw evidence from informational texts to support analysis, reflection, and research</p>	<p>Students will use informational texts to demonstrate democratic processes at the State and Local level.</p>	

Unit 5	Political Beliefs, Parties, and Influencing Decision Making		
Scope and Sequence	Possible Standards and Learning Targets	Resources (R) & Sample Learning Activities (LA)	
<p><b>15 Days: Voting Rights, Political Parties, Interest Groups, Mass Media, and Polling.</b></p> <p>Focus Areas:</p> <p>A: Voting Rights</p> <p>B: Political Parties</p> <p>C: Political Typology</p> <p>D: Interest Groups/PACS</p> <p>E: Mass Media</p> <p>F: Polling</p> <p><u>Vocabulary</u></p> <p>two party system</p> <p>third parties</p> <p>splinter groups</p> <p>registration</p> <p>ballot</p> <p>ideology</p> <p>polls</p> <p>political spectrum</p> <p>barriers</p> <p>poll tax</p> <p>literacy test</p> <p>initiative</p> <p>referendum</p>	<p>Civics: 1.2 – Understands the purposes, organization, and function of governments, laws, and political systems</p>	<p>Text: MAGRUDER’S American Government</p>	
	<p>Civics: 1.2.4 – Understands and evaluates how political systems in the US operate</p>		<ul style="list-style-type: none"> <li>• Evaluates how interest groups use money to promote their agendas and influence the political system</li> <li>• Analyze the impact of 3<sup>rd</sup> parties on elections and the decisions of the main parties</li> <li>• Evaluate the role of the mass media in setting public agenda and influencing political life</li> </ul>
	<p>Civics: 1.4.1 – Analyzes and evaluates .... To establish or preserve individual rights and/or promote common good</p>		<ul style="list-style-type: none"> <li>• Explain how citizens participate in choosing their leaders</li> <li>• Analyze the impact public opinion plays in political decision making</li> </ul>
	<p>Social Studies Skills 5.4.1 – Evaluates positions and evidence to make one’s decisions.</p>		

<p>recall mandate platform public opinion special interest groups PACs Super PACs public agenda gate keeper watchdog lobbyist public opinion margin of error sample size</p> <p><u>Key Documents:</u> Constitution Political Typology Quizzes</p>	<p>CCSS (Writing 11-12.9): Draw evidence from informational texts to support analysis, reflection, and research</p>		
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Unit 6	Public Policy		
Scope and Sequence	Possible Standards and Learning Targets		Resources (R) & Sample Learning Activities (LA)
<p><b>15 Days: Public Policy</b></p> <p>Focus Areas:</p> <p>A: Definitions and Components of Public Policy</p> <p>B: Examples of Public Policy</p> <p>C: Current Local Issues</p> <p>D: Public Policy Development</p> <p><u>Vocabulary</u></p> <p>public policy</p> <p>issue</p> <p>taxes</p> <p>entitlements</p> <p>initiative</p>	<p>Civics: 1.2 – Understands the purposes, organization, and function of governments, laws, and political systems</p>		<p>Text: MAGRUDER’S American Government</p>
	<p>Civics: 1.4.1 – Analyzes and evaluates .... To establish or preserve individual rights and/or promote common good</p>		
	<p>Social Studies Skills: 5.3.1 – Evaluates how the discussion and proposed alternative resolutions changes or solidified one’s own position on public issues</p>		
	<p>Social Studies Skills: 5.2.2 – Evaluates breadth of research to determine the need for new or additional investigation when researching an issue or event</p>		

	<p>Social Studies Skills: 5.4.1 – Evaluates positions and evidence to make one’s own decisions in a paper or presentation</p>		
	<p>CCSS (Reading History 11-12.1 – Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole</p>		
	<p>CCSS (Writing 11-12.9): Draw evidence from informational texts to support analysis, reflection, and research</p>		