

This curriculum has been reformatted to accomplish the following purposes:

- To refine the framework of **Understanding by Design™**, which is an instructional design developed by Grant Wiggins and Jay McTighe and adopted in the 2004-2005 school year across the district by the four academic subject areas.
- To further correlate Sunshine State Standards for Social Studies, with Sunshine State Standards for Language Arts in an effort to facilitate the inclusion of Content Area Reading Professional Development (CAR-PD) strategies for FCAT Level 2 readers and all readers.
- To place the curriculum in a week by week Learning Schedule to increase cohesiveness of practice across the district

The Three Stages of Understanding by Design™ and the Learning Schedule

	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging and effective instruction
Week 12 – Topic (Week 1 of 2)	<p>Social Studies Sunshine State Standards are content standards. They are statements of what students should know or understand in social studies.</p>	<p>Essential Questions are the questions that direct students to the standards</p> <p>Vocabulary/Concepts are the basic terms and ideas that serve as the building blocks to construct understanding.</p> <p>Skills are the basic processes that serve as the tools to construct understanding</p> <p>Enduring Understandings are the content standards as constructed in the students' own mind and in their own words</p>	<p>Required Performance Tasks/Assessments are mandated for all students. While these may be in various formats, they are to be meaningful, (related to standards) and authentic (related to the world beyond the classroom). Formats may include:</p> <ul style="list-style-type: none"> • Performance assessments • Short and extended response items • Traditional quizzes and tests, including FCAT-like items • Informal checks and observations <p>Recommended Additional Performance Tasks/Assessments are no different in format or purpose than required tasks/assessments but are provided as a further resource for teachers.</p> <p>Tasks/Assessments that are directly related to FCAT Reading and Writing skills appear in bold.</p>	<p>Textbook Resources</p> <ul style="list-style-type: none"> ➤ Listed here are highlights of textbook resources that are of particular use in increasing social studies achievement ➤ Reading strategies from the text, specifically those aligned with CAR-PD, will be listed here for easy reference. <p>Internet</p> <ul style="list-style-type: none"> ➤ Listed here are hyperlinks to many recommended websites with lots of information and resources. <p>History Alive!</p> <ul style="list-style-type: none"> ➤ For those teachers with training and access to History Alive! materials correlations with these interactive units are listed here. <p>Other Resources</p> <ul style="list-style-type: none"> ➤ Listed here are references to other easily accessed books, documentaries, etc. that relate to the topic.
	<p>Related Sunshine State Standards are content standards. They are statements of what students should know or understand in related content areas such as science or language arts.</p>			

Honors Course Credit - The Florida Department of Education expects that districts will establish guidelines for awarding advanced credit in a social studies course. Since 1998 the district's requirements for honors credit have been:

All students are responsible for the same Sunshine State Standards. However, students in advanced courses complete a more rigorous curriculum with instructional strategies that reflect the rigor and depth of the material. Advanced courses will include the following:

- Extended and complex writing components both timed and un-timed.
- Frequent analysis of primary sources.
- Extensive use of documents/data for writing prompts.
- Complex problem solving.
- Completion of a History Fair* project (all grade levels) and participation in the school's History Fair (optional for sixth grade students).

While participation in the school's History Fair is required for students in advanced social studies courses, all students should be encouraged to create a History Fair project!

Incorporating Reading Strategies

For the students to be successful in **FCAT reading**, the students need to learn strategies to use for reading informational text. Approximately 70% of the reading passages on the 10th grade FCAT test consist of informational text, and a large portion of that text is social studies content.

To assist you in the incorporation of these reading strategies in your class, suggested strategies are included in this curriculum. Moreover, the new textbook (Glencoe World History) and the kits that come with it include multiple ideas for incorporating reading strategies into your class. Some of them are highlighted below.

- In the teacher's edition, **Reading Strategies** boxes are included in each section of the text. These boxes can be found at the bottom of the page, and are highlighted with Reading Strategy in a green flag in the upper left-hand corner of the box.
- In the reading sections of the textbook, a **reading check question** is included after each section of reading so that students can check their understanding of the material.
- Each section of the textbook includes a **guide to reading**, including strategies that students can use to help understand the material.
- In the **Section Assessments**, there are reading strategies included.
- The kits include *Florida Reading Essentials and Study Guides*, *Guided Reading Activities* in the Unit Resources, *Reading in the Content Areas* by Jamestown Education, Timed *Readings Plus in Social Studies* by Jamestown Education, among others.
- In the Florida pages at the beginning of the Teacher's Edition

Incorporating Writing Strategies

Also included in the kit is a set of transparencies designed to assist you in helping your students improve their writing for **FCAT Writes**. It is a green book titled **Writing Process Transparencies**.

Your kit may also include a **Writer's Guidebook—Social Studies**.

Unit	Unit Name	Total Weeks
I	Foundations of Government	2
II	The Constitution	2
III	The Legislative Branch	3
IV	The Executive Branch	3
V	The Judicial Branch	1
VI	Being an American	2
VII	Citizenship at Work	2
VIII	Domestic and Foreign Policy	2
IX	Federalism at Work	1
	Total	18

NOTE:

DCPS teachers follow this learning schedule to maintain uniformity across the district and ensure all students are provided the opportunity to meet Sunshine State Standards. The school calendar, testing schedule, or other considerations may necessitate reasonable adjustment of this learning schedule. The Florida Department of Education's description for this course can be downloaded from their website at www.fldoe.org.

1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging and effective instruction	
<p>WEEK 1-2 Foundations of Government</p>	<p>Social Studies Standards</p> <ul style="list-style-type: none"> ➤ The student understands the nature of political authority and the nature of the relationship between government and civil society in both limited and unlimited governments (SS.C.1.4.1) ➤ The student understands the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights, philosophy, and the concept of popular sovereignty) (SS.C.1.4.2) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.2.4.4—Locates, gathers, analyzes, and evaluates written information ➤ LA.A.2.4.7—Analyzes the validity and reliability of primary source information and uses it appropriately ➤ LA.B.1.4.1—Selects and uses appropriate prewriting strategies ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experience from a variety of media ➤ LA.C.3.4.3—Uses details, illustrations, analogies, and visual aids to make oral presentations 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What is government? ➤ What is the relationship of government to the people in a democracy and autocracy? ➤ Why is government needed? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ basic principles of government (8-10) ➤ limited and unlimited government (29) ➤ types of governments (12-16) ➤ democracy (direct and representative) ➤ oligarchy ➤ republic ➤ dictatorship ➤ autocracy ➤ constitutional monarchy ➤ absolute monarchy ➤ social contract (7-8) ➤ divine right (7-8) ➤ Enlightenment Thinkers (7-8) ➤ John Locke (11) ➤ Jean-Jacques Rousseau (8) ➤ Thomas Hobbes (7-8) ➤ Baron de Montesquieu (53) ➤ Natural rights (29-30) ➤ Separation of Powers (66-67) ➤ Social Contract theory (7) <p>Skills</p> <ul style="list-style-type: none"> ➤ organizing content ➤ compare and contrast ➤ reading and decoding main ideas ➤ writing a 4 point FCAT essay <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ The student will understand the basic principle of democracy. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Analyze selected primary source documents (Magna Carta, Petition of Right, and English Bill of Rights) and explain their influence on the American Government in a written response. ➤ Using a concept chart, identify the concepts of the Enlightenment thinkers (Hobbes, Rousseau, Montesquieu, and Locke) and how they apply to the American Constitutional government. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Use a FRAYER MODEL to demonstrate their knowledge of the following terms: government, politics, and authority. ➤ Create a graphic organizer, such as a foldable, that identifies the five purposes of government. ➤ Work cooperatively to develop a government structure, given a specific scenario where anarchy exists (RAFT assignment: Role = leaders of group, Audience = society, Format = plan a government, Topic = to convince your audience, in an editorial, that the government structure you have developed is the best for your environment). ➤ Identify in a data chart the characteristics of autocracies (absolute monarchies, dictatorships, totalitarian schemes) and democracies (direct, republic). [the current text classifies all of these as dictatorships, consult the book before teaching this] ➤ In a pair-share, create a Venn diagram comparing and contrasting autocracy with democracy. Then write an essay comparing and contrasting autocracy and democracy using at least 5 transition words. ➤ Create a PowerPoint presentation, storyboard, or brochure (Publisher) explaining major concepts incorporated in the Declaration of Independence, paying particular attention to the second paragraph. ➤ Write a persuasive essay on the need for people to have independence and incorporate Locke's social contract theory. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Magruder's American Government</p> <p>Internet</p> <ul style="list-style-type: none"> ➤ www.archives.gov (National Archives) ➤ www.PHSchool.com ➤ www.closeup.com ➤ www.youthleadership.net ➤ http://www.justreadnow.com/strategies/frayer.htm <p>History Alive!</p> <ul style="list-style-type: none"> ➤ 10.1 World History, Teacher's Curriculum Institute <p>Other Resources</p> <ul style="list-style-type: none"> ➤ <i>We The People</i>, Center for Civic Education, Lessons 1-9 ➤ Selection from <i>The Prince</i> by Nicolo Machiavelli (entire text can be found at www.questia.com) ➤ Selections from <i>Spirit of the Laws, Two Treatises on Government</i>, ➤ <i>The Social Contract</i> (some can be found in <i>Magruder's</i>, also try www.questia.com) ➤ Excerpts from <i>Magna Carta, Mayflower Compact</i>, (can be found in <i>Dynamic Freedoms: Our Freedom Documents</i> printed by Scottish Rite Masonic Center, also www.archives.com)

WEEK 3-4 The Constitution	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging and effective instruction
	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state and local levels dispersing power among different levels of government and employing a system of checks and balances. (SS.C.1.4.3) ➤ understand the political events that defined the Constitutional period (SS.A.4.4.4) ➤ understands issues of personal concern (SS.C.2.4.3) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experience from a variety of media 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What problems were evident in the Articles of Confederation that necessitated the establishment of a new system of government? ➤ How does the Constitution establish a limited government? ➤ How does the Constitution provide for changes? ➤ How/why is the Constitution called a living document? ➤ How do the principles of conflict and compromise become an integral part in the development of the Constitution? ➤ How much does the Constitution restrict the powers of state and local governments? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Articles of Confederation ➤ Constitutional Convention ➤ Virginia and New Jersey Plans ➤ Great Compromise ➤ 3/5th Compromise ➤ Federalists ➤ Anti-Federalists ➤ Federalist Papers ➤ Delegated powers ➤ Implied powers ➤ Reserved powers ➤ Concurrent powers ➤ Supremacy clause ➤ Unitary system ➤ Confederate system (confederacy) ➤ Federal system ➤ Structure of the Constitution ➤ Checks and Balances <p>Skills</p> <ul style="list-style-type: none"> ➤ Reading and decoding ➤ Organizing information ➤ Persuasive writing ➤ Critical thinking ➤ Analysis 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will develop a word wall for the six principles of the American constitutional government ➤ Students will list the delegated and implied powers of each branch of Federal government and from this list, develop and explain a chart of checks and balances. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ The student will create a problem-solution chart or organizer that lists weaknesses of the Articles of Confederation and identifies effects, causes and the solutions presented by the new Constitution. ➤ Students will develop a political cartoon or poster supporting a change from the Articles of Confederation to a new system of government. ➤ Students will create a storyboard or PowerPoint presentation of the proceedings at the Constitutional Convention. ➤ Students will work in small groups to develop arguments based on the compromises at the Constitutional Convention and will present their findings orally or conduct a mock Constitutional Convention. ➤ Students will develop a Venn diagram comparing and contrasting Federalist and Anti-Federalist's political philosophy and use it to develop a comparison written response including at least five transition words. ➤ Students will create a chart identifying each of the articles of the Constitution and identifying the overall purpose of each article, and discuss how the order may suggest the order of importance that the Founding Fathers may have placed on the Articles. ➤ Students will create a data chart comparing and contrasting the Federal, Unitary and Confederal system of government. ➤ Students will organize a concept map on delegated, reserved, and concurrent powers, give examples of each and use the chart to explain, in a 4 point essay, how power is shared by the federal, state and local governments. ➤ Student will conduct a mock trial of the landmark decision of McCulloch v. Maryland or develop position/opinion supporting one side and present to class. ➤ Students will use an anticipation guide to 	<p>Magruder's American Government</p> <ul style="list-style-type: none"> ➤ pp. 44-96 <p>Internet</p> <ul style="list-style-type: none"> ➤ www.archives.gov ➤ www.PHSchool.com ➤ www.closeup.com ➤ http://www.justreadnow.com/strategies/anticipate.htm <p>Other Resources</p> <ul style="list-style-type: none"> ➤ <i>We the People</i>, Lessons 9-12

		<p>Enduring Understandings</p> <ul style="list-style-type: none">➤ Conflicts from the Articles of Confederation led to change➤ The Constitution is a living, changing document that created a guideline for government that protects the rights of individuals	<p>predict the roles of federal and state government.</p> <p>FCAT-related activities in bold</p>	
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	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging and effective instruction
<p>WEEKS 5 – 7 The Legislative Branch</p>	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state and local levels dispersing power among different levels of government and employing a system of checks and balances. (SS.C.1.4.3.) ➤ assess the role that his/her own political behavior plays in determining the flow of power through our political systems and for resolving conflicts in a pluralistic society (SS.C.2.4.2) ➤ understand issues of personal concern (SS.C.2.4.3) ➤ understand the distinction between citizens and noncitizens and process by which aliens may become citizens (SS.C.2.4.5) ➤ know the points at which citizens can monitor or influence the process of public policy formation (SS.C.2.4.7) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.2.4.4—Locates, gathers, analyzes, and evaluates written information ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experience from a variety of media ➤ LA.C.1.4.3—Uses effective strategies for informal and formal discussions ➤ LA.C.1.4.4—Identifies bias, prejudice, or propaganda in oral messages 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ Is there a need for a two-house legislature? ➤ How should representation in the legislature be distributed? ➤ Can legislative power be restricted? ➤ Is the national legislature too powerful? ➤ Are individual rights protected by Article I? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Qualifications for members of Congress ➤ Gerrymandering ➤ Census ➤ Bicameral legislature ➤ Congressional leadership ➤ Delegated powers ➤ Denied powers ➤ Ex Post Facto Law ➤ Writ of Habeas Corpus ➤ Elastic Clause <p>Skills</p> <ul style="list-style-type: none"> ➤ Reading and decoding ➤ Organizing information ➤ Persuasive writing ➤ Critical thinking ➤ Analysis <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ The national legislature makes laws that protect the rights of the people, the states and local governments in a federal system. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create 2 data retrieval charts, one that includes the powers of Congress with examples, and one that includes the powers that are denied Congress with examples. ➤ Common Assignment # 1: The Legislative Branch (See Appendix A for details.) <p>Recommended Additional Performance Tasks and Assessments</p> <ul style="list-style-type: none"> ➤ Create as a RAFT or other written format a job listing for the local newspaper advertising a vacancy in Congress (House or Senate). Include qualifications, benefits and salary. Role: classified advertiser in local newspaper; Audience: general public; Format: help wanted ad; Topic: vacancy in Congress. ➤ View a map of the U.S. showing recent Census data and indicate in a classroom discussion how population shifts have affected representation in Congress. ➤ Create a concept map on gerrymandering and, using the information, debate the fairness of gerrymandering in the creation of congressional districts. ➤ Create a flow-chart outlining the positions of leadership in the House and Senate as well as party leadership roles. ➤ Create a flow chart showing how a bill completes the journey from proposal to law. ➤ Create a storyboard or newspaper feature article that will incorporate aspects of the organization and the primary ➤ Work in groups to create their own bills to present to the class who will decide if the bill passes. <p style="text-align: center;">FCAT-related activities in bold</p>
			<p>Magruder’s American Government</p> <ul style="list-style-type: none"> ➤ Chapters 10-11 ➤ Chapter 12, Section 3 <p>Internet</p> <ul style="list-style-type: none"> ➤ www.closeup.com ➤ www.PHSchool.com ➤ http://youthleadership.net/index.jsp <p>Other Resources</p> <ul style="list-style-type: none"> ➤ <i>We the People</i>, Lesson 13 ➤ School House Rock – “I’m Just a Bill”

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging and effective instruction	
<p>WEEK 8-10 The Executive Branch</p>	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state and local levels dispersing power among different levels of government and employing a system of checks and balances. (SS.C.1.4.3.) ➤ understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process (SS.C.1.4.4.) ➤ assess the role that his/her own political behavior plays in determining the flow of power through our political systems and for resolving conflicts in a pluralistic society (SS.C.2.4.2) ➤ understand issues of personal concern (SS.C.2.4.3) ➤ understand the distinction between citizens and noncitizens and process by which aliens may become citizens (SS.C.2.4.5) ➤ know the points at which citizens can monitor or influence the process of public policy formation (SS.C.2.4.7) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.A.2.4.8—Synthesizes information from multiple sources to draw conclusions ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experience from a variety of media ➤ LA.B.2.4.2—Organizes information using appropriate 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ What are the duties and responsibilities of the President? ➤ Would the President be more effective if he had more power? ➤ Should the President be a policy maker? ➤ Is the office of President essential in a representative democracy? ➤ Who helps the President do his job? ➤ Does the President have the final word? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Succession ➤ Qualifications for President ➤ Term limitations ➤ Cabinet ➤ Impeachment ➤ Roles of the President ➤ Veto ➤ Powers of the President ➤ Patronage ➤ Commander-in-chief ➤ Diplomat ➤ Checks and Balances ➤ Independent Agencies ➤ Bureaucracy ➤ Bureaucrats ➤ Hierarchical authority ➤ Administration ➤ Agency ➤ Government corporation ➤ Fiscal policy ➤ Civil service ➤ Spoils system ➤ Patronage <p>Skills</p> <ul style="list-style-type: none"> ➤ Reading and decoding ➤ Organizing information ➤ Persuasive writing ➤ Critical thinking ➤ Analysis <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ The President leads the everyday operation of Government. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create an organizational chart that identifies and explains the powers of the President. ➤ RAFT: R= specific cabinet member; A= the President; F= Formal Letter; T= to convince the President that a specific public policy must be addressed. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a Web that shows the qualifications, benefits and term limitations of the President and Vice President. ➤ Organize a chart identifying the line of succession for the office of president ➤ Create a Web, from a description, identifying the role of the President ➤ Identify the pros and cons that necessitated the fairness of term limitations placed on the President and write a position paper on either the pros or cons. ➤ View a list of the cabinet and predict the function of that department. Read to support or refute their predictions. ➤ Organize two-column notes that identify the different Cabinet positions and their roles ➤ Choose an executive department or agency and provide an oral presentation that includes information on the purposes and functions of that department or agency. ➤ In small groups, propose a public policy, identify which agency or department in the Federal bureaucracy would have jurisdiction over that policy then identify potential interest groups that would support or oppose that policy. Groups will present their findings. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Magruder’s American Government</p> <ul style="list-style-type: none"> ➤ Chapter 13, Sections 1 & 2 ➤ Chapter 14 ➤ Chapter 15, Sections 1-5 (Bureaucracy) <p>Internet</p> <ul style="list-style-type: none"> ➤ www.PHSchool.com ➤ www.closeup.com ➤ http://www.whitehouse.gov/government/cabinet.html

	<p>systems</p> <ul style="list-style-type: none">➤ LA.C.3.4.4—Applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations➤ LA.D.2.4.5—Critically analyzes specific elements of mass media with regard to the extent to which they enhance or manipulate information			
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WEEK 11 The Judicial Branch	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state and local levels dispersing power among different levels of government and employing a system of checks and balances. (SS.C.1.4.3.) 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ Should the role of the federal courts be expanded? ➤ Should the Supreme Court have the power to override legislative and executive activity? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Role and structure of the courts ➤ Appointment process ➤ term of office, ➤ method of removal for judges and justices ➤ How a case reaches the Supreme Court ➤ <i>Marbury v. Madison</i> ➤ Protection of rights ➤ Oversight role of the courts <p>Skills</p> <ul style="list-style-type: none"> ➤ Reading and decoding ➤ Organizing information ➤ Persuasive writing ➤ Critical thinking ➤ Analysis <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ The Judicial Branch serves as the watchdog of government and the protector of Constitutional rights 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a data chart displaying the three levels of Federal courts and the special jurisdictions of the courts at each level. ➤ Create a position paper that supports the landmark decision of <i>Marbury v. Madison</i> and how it placed the courts in a watchdog position. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Make a flow chart explaining how a case makes it to the Supreme Court. ➤ Create a political cartoon illustrating the watchdog role of the Supreme Court. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Magruder’s American Government</p> <ul style="list-style-type: none"> ➤ Chapter 18, Sections 1, 2 & 3 ➤ See pages 504A & 504B in the Teacher’s Edition for more ideas. <p>Internet</p> <ul style="list-style-type: none"> ➤ www.PHSchool.com ➤ www.closeup.com ➤ http://www.oyez.org/ <p>Other Resources</p> <ul style="list-style-type: none"> ➤ <i>We the People</i>, Lesson 21

WEEK 12-13 Being an American	1. Identify desired results		2. Determine acceptable evidence	3. Plan engaging effective instruction
	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand the role of the citizen in American democracy. ➤ understand the distinction between citizens and non-citizens (aliens) and the process by which aliens become citizens. (SS.C.2.4.1.) <p>Related Standards: The student:</p> <ul style="list-style-type: none"> ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experience from a variety of media ➤ LA.B.2.4.2—Organizes information using appropriate systems ➤ LA.B.2.4.4—Selects and uses a variety of electronic media 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ Does the quote “give me your tired, toil, warn masses yearning to be free”, really apply to everyone? ➤ How do individuals become citizens? ➤ What are the advantages of being a U.S. citizen? ➤ Is America a melting pot or a salad bowl? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Basic rights and responsibilities of citizenship ➤ How to become a citizen ➤ How to lose citizenship ➤ Immigration procedures <p>Skills</p> <ul style="list-style-type: none"> ➤ Reading and decoding ➤ Organizing information ➤ Persuasive writing ➤ Critical thinking ➤ Analysis <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ America’s borders are not truly open to all. ➤ Individuals have the responsibility to understand what it means to be a citizen. ➤ The population of the United States is very diverse and becoming more so all the time. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a Venn diagram comparing and contrasting the rights and responsibilities of citizens and non-citizens. Then write an extended response to the question, how are citizens and non-citizens different? ➤ Common Assignment # 2: Rights of Citizens (See Appendix A for details. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Students will create a flow chart demonstrating the naturalization process and will summarize the process in writing. ➤ Students will, individually, create a PowerPoint presentation on the ways citizenship is obtained and lost. ➤ Students will make a table or other multimedia presentation showing how the immigration policy has changed during the 20th century. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Magruder’s American Government</p> <ul style="list-style-type: none"> ➤ Chapters 19 & 20 (rights) ➤ Chapter 21, Sections 1 and 4 (citizenship/immigration) ➤ See pages 530A & 530B; 562A & 562B; 592A & 592B in the Teacher’ Edition for more ideas. <p>Internet</p> <ul style="list-style-type: none"> ➤ www.youthleadership.net <p>Other Resources</p> <ul style="list-style-type: none"> ➤ <i>We the People</i>, Lessons 29-36

WEEK 14-15 Citizenship at Work

1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging effective instruction	
<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand the role of the citizen in American democracy. ➤ develop and define his or her own political beliefs and tendencies. (SS.C.2.4.1.) 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ Is citizen participation necessary in a constitutional democracy? ➤ How can individuals participate in government? ➤ Does your vote count? ➤ Should everyone's vote count equally? ➤ Does the Electoral College undermine the goals of democracy? ➤ Is suffrage a responsibility, right or privilege? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Political Spectrum (209) ➤ Liberal (209) ➤ Conservative (209) ➤ Moderate (209) ➤ Radical (209) ➤ Lobbyists (251) ➤ Mass Media (223) ➤ Interest Group (228) ➤ P.A.C. (197-200) ➤ Electorate (129, 148, 202-251, 383) ➤ Political party (365-385) ➤ Plurality (365-385) ➤ Nomination (365-385) ➤ Primary (365-385) ➤ Platforms (365-385) ➤ Convention (365-385) ➤ Caucus (365-385) ➤ Party ticket (365-385) ➤ Delegate (365-385) ➤ Non-partisan (365-385) ➤ Electoral college (365-385) ➤ Popular vote (365-385) ➤ Voting requirements and restrictions (chapter 7, section 2) ➤ Voter turn-out and patterns (chapter 7, section 2) ➤ Voter registration (chapter 7, section 2) <p>Skills</p> <ul style="list-style-type: none"> ➤ Reading and decoding ➤ Organizing information ➤ Persuasive writing ➤ Critical thinking ➤ Analysis 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Develop a graphic organizer and then write a persuasive essay advocating or opposing the Electoral College process. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Write a persuasive essay taking a position on an issue of public policy and present their paper to the class. Then the class will discuss where on the political spectrum the author might fall based on their position. ➤ Create an ABC acronym chart for each of the following: LIBERAL, CONSERVATIVE ➤ Locate in a print-media source, examples of interest groups affecting the political process and will develop their own examples of opinion on issues from various points of view. ➤ RAFT format: in small groups, create an interest group and develop a written plan to influence a school, community or national policy decision. ➤ Create a concept map for political parties. ➤ Define the concept of third party and give examples in a two point essay of how and when they have had the greatest influence on political history. ➤ Develop a persuasive essay that identifies, explains, and supports the goals of political parties as reflected by either Jefferson or Hamilton ➤ Write a four-point essay giving reasons why voter apathy has been widespread in America. ➤ Debate the necessity and the importance of voting in a democratic society. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Magruder's American Government</p> <ul style="list-style-type: none"> ➤ For this unit, see page numbers under knowledge and skills above (in parentheses) <p>Internet</p> <ul style="list-style-type: none"> ➤ www.youthleadership.net ➤ www.closeup.com ➤ http://duvalelections.coj.net ➤ http://www.readingquest.org/strat/abc.html

		<p>Enduring Understandings</p> <ul style="list-style-type: none">➤ Citizens must be active participants in government for a democracy to function as it was designed.		
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<p>WEEK 16 Domestic and Foreign Policy</p>	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand that personal, political and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances and independent judiciary and vigilant affect individuals, groups, businesses and regions. (SS.D.2.4.3.) ➤ understand the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance (SS.A.3.4.1) ➤ understand the political events that shaped the development of U.S. foreign policy since World War II and knows the characteristics of that policy (SS.A.5.4.6) ➤ know significant political events and issues that have shaped domestic policy decisions in contemporary America (SS.A.5.4.8) ➤ assess the role that his/her own political behavior plays in determining the flow of power through our political systems and for resolving conflicts in a pluralistic society (SS.C.2.4.2) <p>Related Standards: (The student:</p> <ul style="list-style-type: none"> ➤ LA.A.2.4.1—Determines main idea and identifies relevant details ➤ LA.C.3.4.3—Uses details, illustrations, analogies, and visual aids to make oral presentations 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ How much government is too much government? ➤ Can liberty and security be balanced? ➤ What responsibilities does America have to the world as the leader of the free world? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Domestic policies ➤ American foreign policy ➤ America's role as international police/peace maker <p>Skills</p> <ul style="list-style-type: none"> ➤ Reading and decoding ➤ Organizing information ➤ Persuasive writing ➤ Critical thinking ➤ Analysis <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ The U.S. government affects its citizens and people around the world through its domestic and foreign policies. 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create a timeline showing significant events in the development of American foreign policy and the outcomes or effects of these events. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ In cooperative groups, research a Federal tax, government program, or entitlement, and develop a presentation using print and/or technology. ➤ Using teacher selected domestic and foreign crises, research one or more crises using traditional and electronic resources, identify the actions taken to address the crises and present each crisis, orally or using PowerPoint or graphics to the class. <p style="text-align: center;">FCAT-related activities in bold</p>	<p>Magruder's American Government</p> <ul style="list-style-type: none"> ➤ Chapter 17, Sections 1 & 2 ➤ See pages 466A & 466B in the Teacher's Edition for more ideas. <p>Internet</p> <ul style="list-style-type: none"> ➤ www.PHSchool.com ➤ www.closeup.com ➤ www.state.gov

	1. Identify desired results	2. Determine acceptable evidence	3. Plan engaging and effective instruction
<p>WEEK 17-18 Federalism in Action</p>	<p>Social Studies Standards: The student will:</p> <ul style="list-style-type: none"> ➤ understand the structure, functions and purposes of government and how the principles and values of American democracy are reflected in American Constitutional government. ➤ understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state and local levels dispersing power among different levels of government and employing a system of checks and balances (SS.C.1.4.3.) <p>Related Standards The student:</p> <ul style="list-style-type: none"> ➤ LA.A.2.4.1—Determines main idea and identifies relevant details ➤ LA.B.2.4.1—Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experience from a variety of media ➤ LA.B.2.4.4—Selects and uses a variety of electronic media ➤ LA.C.3.4.1—Uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience type. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ➤ Do state and local governments have too little or too much power? ➤ Should the balance of state and federal power be adjusted? <p>Vocabulary/Concepts</p> <ul style="list-style-type: none"> ➤ Florida Constitution ➤ Structure of the Florida Legislature ➤ Checks and balances in the Florida Constitution ➤ Statute ➤ Powers of the governor ➤ Porkbarreling ➤ Structure of the Executive Branch ➤ Duties of the Florida Cabinet ➤ Line item veto ➤ Pardon ➤ Structure of the Florida Court System ➤ Judicial selection ➤ Structure of the Jacksonville Consolidated government ➤ Ordinance <p>Skills</p> <ul style="list-style-type: none"> ➤ Reading and decoding ➤ Organizing information ➤ Persuasive writing ➤ Critical thinking ➤ Analysis <p>Enduring Understandings</p> <ul style="list-style-type: none"> ➤ Federalism creates a four tiered umbrella of the relationship between national, state, county (parish) and municipal governments 	<p>Required Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ In cooperative groups or an entire class, create an umbrella of federalism, 1st tier—national, 2nd tier—state, 3rd tier—county (parish), 4th tier—municipal. <p>Recommended Additional Performance Tasks/Assessments</p> <ul style="list-style-type: none"> ➤ Create an organization chart for the Florida House and the Florida Senate and list the current leaders who hold positions of responsibility. ➤ RAFT: Create a job listing advertising an opening for a member of the Florida Legislature. Include benefits, terms of office and qualifications ➤ Create a chart listing the powers of the legislative branch and how its powers are both checked by or provide a balance for the powers of another branch of state government. ➤ Make a concept map for the Chief Executive of the State of Florida including title, qualifications, term of office and major powers and duties. ➤ Identify the method of selecting Florida’s state court judges and in groups discuss the advantages and disadvantages of this method of selection, then debate the current method of selections and propose a plan to improve this system if necessary. ➤ Create a chart of the powers of the judicial branch and list how the legislative or executive branch may check those powers. The chart should also identify the checks that judicial power has over the legislative and executive branch. ➤ In groups, research a form of municipal/local government and present their findings on the functions and organization of each to the class in a jigsaw format. ➤ Differentiate between ordinances and statutes; show how and where ordinances are created and how they are enforced in Jacksonville’s consolidated local government. <p>Magruder’s American Government</p> <ul style="list-style-type: none"> ➤ Chapters 24-25 <p>Internet</p> <ul style="list-style-type: none"> ➤ www.myflorida.com ➤ www.coj.net

APPENDIX A: COMMON ASSIGNMENTS

Common Assignment 1

Topic: The Legislative Branch

Sunshine State Benchmark: SS.C.1.4

Related SSS Benchmarks: SS.C.2.4.7; LA.B.2.4.2; LA.A.2.4.4; LA.C.1.4.3

Related NCEE Standards: NCEE E3 (b)

Performance: Individual writing response

Students will research the Patriot Act along with the War Powers Resolution as background to the issue of checks and balances. Students will develop a persuasive response that takes a position on when/if it is acceptable to override powers expressed in the Constitution using Iraq and Afghanistan as examples

Specifications:

- 1- Students gather and organize information on the Patriot Act and the War Powers Resolution.
- 2- Students will gather information on checks and balances and on the powers of Congress and the President.
- 3- Students will research other times when powers have been compromised.
- 4- Develop a persuasive essay that demonstrates how the research evidence supports a position on the issue of circumventing Constitutional powers

Evaluation:

Use FCAT 4 point Scoring Rubric

Student Scoring Checklist: (to be evaluated by each student prior to submitting performance)

Specification	Student Evaluation (Great, Good, Okay)	Student's Comments, Justification, Reflection
<p>Researched and organized information on checks and balances as it relates to the relationship between the Executive and Legislative Branches.</p>		
<p>Researched and organized information on the Patriot Act, War Powers Resolution, and at least one other example.</p>		
<p>Written takes a clear position on the issue/theme</p>		
<p>Written response is well organized and has a clear beginning, middle, and conclusion.</p>		
<p>Researched information is used to support the position taken.</p>		
<p>Written Response is proofread and free of obvious syntax and grammatical errors.</p>		

Topic: Rights of Citizens

Sunshine State Benchmark: SS.C.2.4.3

Related SSS Benchmarks: SS.A.5.4.7; LA.B.2.4.3; LA.B.2.4.1; LA.C.1.4.2

Related NCEE Standards: NCEE E6 (a); E2 (f); E3 (b); E3 (c); E3 (d)

Performance: Small Group Research and Presentation

Students will research three teacher selected civil rights issues. Students will then develop an issue-based presentation that highlights the issue, causes, effects, and resolutions to the potential problems of majority rule versus minority rights.

Specifications:

- 1- Students will gather information from text, Internet, interviews, and newspaper sources on the civil rights movement.
- 2- Students will discuss and prioritize the issues involved in the civil rights concerns that they researched and select two specific issues to address in their research.
- 3- Students will organize information in a problem-solution structure, identifying the issues, effects, causes and resolution based on the research.
- 4- Students will develop a presentation that examines the problems that exist(ed) due to the tyranny of the majority. Students can be required to present information in a PowerPoint format or any teacher developed presentation model.

Student Scoring Checklist: (to be evaluated by each student prior to submitting performance)

Specification	Student Evaluation (Great, Good, Okay)	Student's Comments, Justification, Reflection
Uses a minimum of five resources from three different media.		
Identifies at least four issues involved in the case studies they have researched, prioritizes with justification, and selects two to analyze.		
Develop problem-solution chart for each issue that identifies a minimum of three causes, three effects and two potential or actual resolutions.		
Presentation is developed and information is structured to address the theme, organized so that information is easy to understand, and closes with a summary and final statement on understandings gained from the performance		
Optional: PowerPoint presentation uses graphics to enhance the clarity of the presentation without distracting from the information being presented.		

<p>Four</p>	<ul style="list-style-type: none"> • Demonstrates high degree of insight and perspective into the problems and issues of civil rights • Research demonstrates a depth of understanding on the multi-faceted problems involve in civil rights • Research includes a broad spectrum of information from a wide variety of sources • Information is clearly and concisely organized • Presentation demonstrates preparation and information is clearly presented and supported • Handouts and supporting graphics and/or presentation resources enhance the information being presented • Teamwork is well-established; goals are set and tasks divided
<p>Three</p>	<ul style="list-style-type: none"> • Demonstrates clear understanding of the problems and issues of civil rights • Research recognizes that there are many issues that relate to events regarding civil rights • Research incorporates information from a variety of sources • Information is well-organized • Presentation demonstrates preparation and information is clear • Handouts and supporting graphics relate to the topic • Team establishes goals and divides up tasks
<p>Two</p>	<ul style="list-style-type: none"> • Understands the topic, though information is not always relevant • Research does not demonstrate clear understanding of the issue • Research is weak, and does not utilize a variety of sources • Presentation lacks finish or clarity • Handouts and supporting graphics relate but are inadequate • Teamwork is poorly divided up and frequently off-task
<p>One</p>	<ul style="list-style-type: none"> • Topic not addressed or clearly understood • Research is insufficient to support the topic • Presentation is poorly prepared and communication skills are weak • Handouts and supporting graphics do not relate • Does not represent a team effort

APPENDIX B: REQUIRED AREAS OF STUDY

NOTE: Below are listed the legislative mandates for Social Studies. Please remember to incorporate these required elements into your lesson plans.

STATUTORY AUTHORITY	TOPIC AND EXPLANATION OF REQUIRED INSTRUCTION
1003.42 (2)(a)	The content of the Declaration of Independence and how it forms the philosophical foundation of our government.
1003.42 (2)(b)	The arguments in support of adopting our republican form of government as they are embodied in the most important of the Federalist Papers.
1003.42 (2)(c)	The essentials of the United States Constitution and how it provides the structure of our government.
1003.42 (2)(d)	Flag education, including proper flag display and flag salute.
1003.42 (2)(e)	The elements of civil government shall include the primary functions of and the interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
1003.42 (2)(f)	The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
1003.42 (2)(g)	The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
1003.42 (2)(k)	The history of the state.
1003.42 (2)(o)	The history of Hispanic contributions to the United States.
1003.42 (2)(p)	The history of Women’s contributions to the United States.
1003.42 (2)(r)	In order to encourage –patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans’ Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.
1003.421	Recitation of the Declaration of Independence (also known as Celebrate Freedom Week)—This shall be the last full week of September. It must include at least three hours of appropriate instruction in each social studies class, as determined by each school district, which shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence. At the beginning of each school day or in homeroom of each day during this week, public school principals and teachers shall conduct an oral recitation by the students of specific words from the Declaration of Independence.