

American Government Grades 11-12 (semester course)

Curriculum Writers: Tammy McMichael and Jane Nobrega

CIVICS AND GOVERNMENT GSE/STANDARDS	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>1. WHAT ARE CIVIC LIFE, POLITICS, AND GOVERNMENT?</p> <p>ESSENTIAL QUESTIONS</p> <p><i>1.1 A What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?</i></p> <p><i>1.1.B What are the essential characteristics of limited and unlimited government?</i></p> <p><i>1.1.C What are the nature and purposes of constitutions?</i></p> <p><i>1.1D What are the alternative ways of organizing constitutional government?</i></p>	<p>1.1.1 Defining civic life, politics, and government. Students should be able to explain the meaning of the terms civic life, politics, and government by 1-A-1 (unit 1 American Government)</p> <ul style="list-style-type: none"> distinguishing between civic life—the public life of the citizen concerned with the affairs of the community and nation--and private life--the personal life of the individual devoted to the pursuit of private interests (unit 1 American Government) defining political authority, identify its sources and functions, and differentiate between authority and power without authority (unit 1 American Government) comparing and contrasting different types of authority in a society, e.g., tribal councils, courts, monarchies, democratic legislatures (unit 1 American Government) <p>1.1.2 Necessity of politics and government. Students should be able to explain the major arguments advanced for the necessity of politics and government by 1-A-2 (unit 1 American Government)</p> <ul style="list-style-type: none"> explaining and analyzing why politics is found wherever people gather together, i.e., it is a process by which a group of people reach collective decisions generally regarded as binding on the group and enforced as common policy (unit 1 American Government) <p>1.1.3 The purposes of politics and government. Students should be able to evaluate, take, and defend positions on competing ideas regarding the purposes of politics and government and their implications for the individual and society by 1-A-3 (unit 1 American Government)</p> <ul style="list-style-type: none"> comparing and contrasting competing ideas about the purposes of politics and government (unit 1 American Government) 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking,</p>	<p>Textbook</p> <p>Magruder's American Government, chapters 1-4, Chapter 18</p> <p>Supplementary books/material</p> <ul style="list-style-type: none"> New York Times Up Front Magazine "12 Angry Men" video Judge for Law Day <p>Technology</p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstrea ming.com www.ridoe.net www.ride.ri.gov/instruction/curr iculum BHS website (Share Point) www.civiced .org www.cnn.com www.whitehouse .gov 	<p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> Final exam Common Tasks Formative Assessments <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Essential Questions</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>"Keep It Real Current Events"</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Rubrics - Historical Thinking, ELA, and School-wide</p>

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<p><i>Why has American Government been successful?</i></p> <p><i>What is Federalism and how has this concept define America's unique identity?</i></p>	<p>1.1.4 Limited and unlimited governments. Students should be able to explain the essential characteristics of limited and unlimited governments by. 1-B-1</p> <ul style="list-style-type: none"> categorizing and evaluating the essential characteristics of limited vs. unlimited governments (unit 1 American Government) <p>1.1.5 The rule of law. Students should be able to evaluate, take, and defend positions on the importance of the rule of law and on the sources, purposes, and functions of law. by 1-B-2</p> <ul style="list-style-type: none"> explaining the difference between the rule of law and the "rule of men" (unit 4 Judicial Branch) making distinctions between the rule of law and simply having laws (unit 4 Judicial Branch) explaining alternative ideas about the sources of law, e.g., custom, Supreme Being, sovereigns, legislatures (unit 4 Judicial Branch) distinguishing between various varieties of law, e.g., divine law, natural law, common law, statute law, international law (unit 4 Judicial Branch) analyzing and explaining alternative ideas about the purposes and functions of law, such as (unit 4 Judicial Branch) regulating relationships among people and between people and their government providing order, predictability, security, and established procedures for the management of conflict (unit 4 Judicial Branch) specifying the allocation of rights and responsibilities and of benefits and burdens (unit 4 Judicial Branch) providing the ultimate source of authority in a political community (unit 4 Judicial Branch) regulating social and economic relationships in civil society (unit 4 Judicial Branch) 	<p>historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking; involving students in active participation in the classroom and the wider community; involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' 	<p><u>Materials</u></p> <ul style="list-style-type: none"> Pocket Constitution <p><u>School library resources</u></p> <p><u>Community</u></p>	<p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report, persuasive, procedural

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	<p>1.1.6 Purposes and uses of constitutions. Students should be able to explain the various purposes served by constitutions by. 1-C-2</p> <ul style="list-style-type: none"> • illustrating how constitutions set forth the structure of government, give the government power, and establish the relationship between the people and their government (unit 1 American Government) • gathering, analyzing, organizing, and synthesizing information from multiple (print and non-print) sources regarding how constitutions may limit government's power in order to protect individual rights and promote the common good; give historical and contemporary examples (unit 1 American Government) • explaining how constitutions set forth the structure of government, give the government power, and establish the relationship between the people and their government (unit 2 Legislative Branch, unit 3 Executive Branch) • hypothesizing why constitutions may limit government's power in order to protect individual rights and promote the common good; give historical and contemporary examples (unit 2 Legislative Branch, • explain how constitutions may limit government's power in order to protect individual rights and promote the common good; give historical and contemporary examples (unit 3 Executive Branch) <p>1.1.7 Shared powers and parliamentary systems. Students should be able to describe the major characteristics of systems of shared powers and of parliamentary systems by. 1-D-1</p> <ul style="list-style-type: none"> • identifying and summarizing historical and contemporary examples of parliamentary systems and systems of shared powers (unit 1 American Government) 	<p>prior knowledge; exploring a full range of culture found in America</p> <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p>		

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CIVICS AND GOVERNMENT	<p>1.1.8 Confederal, federal, and unitary systems. Students should be able to explain the advantages and disadvantages of federal, confederal, and unitary systems of government by 1-D-2:</p> <ul style="list-style-type: none"> providing examples of confederal, federal, and unitary systems of government (unit 1 American Government) <p>1.1.9 Nature of representation. Students should be able to evaluate, take, and defend positions on how well alternative forms of representation serve the purposes of constitutional government. by 1-D-3</p> <ul style="list-style-type: none"> analyzing and explaining the major arguments for and against representative government as distinguished from direct popular rule (unit 1 American Government) providing examples of common bases upon which representation is or has been established, e.g., (geographic areas; citizenship; social class or caste; age, sex, or property; religion, race (unit 1 American Government)) evaluating differing bases of electoral systems, e.g., (winner-take-all systems; proportional systems) (unit 3 Executive Branch) <p>Grade Span Expectations (GSEs)</p> <p>1.1.10 Describing or explaining competing ideas about the purposes and functions of politics and government C & G 1(9-12)-1a</p> <p>1.1.11 Analyzing competing ideas about the purposes and functions of politics and government C & G 1 (9-12)-1a extension</p> <p>1.1.12 Explaining how a political ideology is reflected in the form and structure of a government (e.g., Democracy - Democratic republic) C & G 1 (9-12) -1c</p> <p>1.1.13 Distinguishing between the rule of law and the "rule of men" (i.e.,</p>			

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	<p><i>Korematsu v. U.S.</i> and Japanese internment during WWII) C & G 1 (9-12)-1d</p> <p>1.1.14 <u>Critically examining the principles, traditions, and precedents of American constitutional government</u> G&C 2 (9-12)-1d</p> <p>1.1.15 <u>Discussing different historical understandings/ perspectives of democracy</u> C & G 2 (9-12)-2d</p> <p>1.1.16 <u>Contrasting different perspective on provisions found in the <i>Bill of Rights</i> (e.g., flag burning and the first Amendment)</u> C & G 3 (9-12)-1a</p> <p>1.1.17 Participating in and reflecting on a decision-making experience as part of a group in your classroom, school, or community (e.g., developing classroom norms, School Improvement Team member, response to community needs, such as a food drive) C & G 3 (9-12)-2e</p> <p>1.1.18 Comparing and contrasting U.S. systems of government with others C & G 4 (9-12)-1a</p> <p>1.1.19 Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally (e.g. nation-state) C & G 5 (9-12)-1a</p> <p>1.1.20 <u>Organizing information to show relationships between and among various individuals, systems, and structures</u> (e.g. politically, socially, culturally, economically, environmentally) C & G 5 (9-12)-1b</p>			

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<p>2. WHAT ARE THE FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM?</p> <p>ESSENTIAL QUESTIONS</p> <p><i>2.1A What is the American idea of constitutional government?</i></p> <p><i>2.1B What are the distinctive characteristics of American society?</i></p> <p><i>2.1C What is American political culture?</i></p> <p><i>2.1D What values and principles are basic to American democracy?</i></p> <p><i>What is the future of political parties?</i></p>	<p>2.1.1 How American constitutional government has shaped the character of American society. Students should be able to explain the extent to which Americans have internalized the values and principles of the Constitution and attempted to make its ideals realities. by 2-A-2 (unit 5 political parties)</p> <ul style="list-style-type: none"> explaining ways in which the Constitution has encouraged Americans to engage in commercial and other productive activities (unit 5 political parties) <p>2.1.2 The role of volunteerism in American life. Students should be able to evaluate, take, and defend positions on the importance of voluntarism in American society. by 2-B-2 (unit 6 political parties)</p> <ul style="list-style-type: none"> evaluate arguments regarding what responsibilities properly belong to individuals or to groups and to the private sector or to the government and how these responsibilities should be shared by the private sector and government (unit 6 political parties) <p>2.1.3 The role of organized groups in political life. Students should be able to evaluate, take, and defend positions on the contemporary role of organized groups in American social and political life by 2-B-3 (unit 6 political parties)</p> <ul style="list-style-type: none"> identifying examples of organized groups and discuss their historical and contemporary role in local, state, and national politics, e.g., unions, professional organizations; religious, charitable, service, and civic groups (unit 6 political parties) <p>2.1.4 Diversity in American society. Students should be able to evaluate, take and defend positions on issues regarding diversity in American life by 2-B-4 (unit 7 interest groups and public opinions)</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking,</p>	<p>Textbook Magruder's American Government, chapter 5 Chapter 8 & 9</p> <p>Supplementary books/material</p> <ul style="list-style-type: none"> New York Times Up Front Magazine "12 Angry Men" video "Are You a Liberal or Conservative" (quiz and reading) <p>Technology</p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum BHS website (Share Point) www.civiced.org 	<p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> Final exam Common Tasks Formative Assessments <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>End-of-course project/presentation or current topics</p> <p>Essential Questions</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>"Keep It Real Current Events"</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p>

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	<ul style="list-style-type: none"> identifying the many forms of diversity found in American society, e.g., racial, religious, ethnic, socioeconomic, regional, linguistic unit 7 interest groups and public opinions) explaining the impact on American politics, both historically and at present, of the racial, religious, socioeconomic, regional, ethnic, and linguistic diversity of American society unit 7 interest groups and public opinions) <p>2.1.5 American national identity and political culture. Students should be able to explain the importance of shared political and civic beliefs and values to the maintenance of constitutional democracy in an increasingly diverse American society by 2-C-1 (unit 5 political parties)</p> <ul style="list-style-type: none"> giving examples to illustrate the shared political and civic beliefs and values that define an American citizen rather than ethnicity, race, religion, class, language, gender, or national origin (unit 5 political parties) describing beliefs common to American political culture, such as the belief in equality of opportunity; mistrust of power, as well as high expectations of what elected officials and government should do; the need to admit to faults or shortcomings in their society; and the belief that they can individually and through collective effort alleviate social, economic, or political problems (unit 6 political parties) <p>2.1.6 Character of American political conflict. Students should be able to describe the character of American political conflict and explain factors that usually tend to prevent it or lower its intensity by, 2-C-2 (unit 5 political parties)</p> <ul style="list-style-type: none"> describing the importance of political conflict and its effects in the United States both historically and at present (unit 5 political parties) 	<p>historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking; involving students in active participation in the classroom and the wider community; involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; 	<ul style="list-style-type: none"> www.whitehouse.gov www.cnn.com websites on polling and public opinion, e.g. www.gallop.com www.Rasmussen.com <p>Materials</p> <ul style="list-style-type: none"> Pocket Constitution <p>School library resources</p> <p>Community</p>	<p>Oral presentations</p> <p>Rubrics - Historical Thinking, ELA, and School-wide</p> <p>School Committee/Town Council Paper</p> <p>"Socratic Seminar" on Liberalism and Conservatism</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report, persuasive, procedural

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	<ul style="list-style-type: none"> providing examples concerning the ways in which universal public education and the existence of a popular culture that crosses class boundaries have tended to reduce the intensity of political conflict by creating common ground among diverse groups (unit 5 political parties) <p>2.1.7 Liberalism and American constitutional democracy. Students should be able to explain the meaning of the terms "liberal" and "democracy" in the phrase "liberal democracy." by 2-D-1 (unit 5 political parties)</p> <ul style="list-style-type: none"> defining liberalism and provide examples as it applies to American politics (unit 5 political parties) distinguishing between the terms "liberal" and "conservative" in referring to positions on the spectrum of American politics (unit 5 political parties) <p>2.1.8 Republicanism and American constitutional democracy. Students should be able to explain how and why ideas of classical republicanism are reflected in the values and principles of American constitutional democracy. by 2-D-2 (unit 5 political parties)</p> <ul style="list-style-type: none"> explaining the difference between the use of the term "republican" to refer to the American form of government and the use of the term to refer to the Republican Party in the United States (unit 5 political parties) <p>2.1.9 The public agenda. Students should be able to evaluate, take, and defend positions about how the public agenda is set. by 3-E-1 (unit 7 interest groups and public opinions)</p> <ul style="list-style-type: none"> describing and evaluating the role of organized groups in performing functions usually associated with government, such as providing social welfare and education (unit 7 	<p>exploring a full range of culture found in America</p> <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p>		

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	<p>interest groups and public opinions)</p> <ul style="list-style-type: none"> explaining that the "public agenda" consists of those matters that occupy public attention at any particular time, e.g., crime, health care, education, abortion, national debt, environmental protection, international intervention (unit 7 interest groups and public opinions) explaining that the "public agenda" consists of those matters that occupy public attention at any particular time, e.g., crime, health care, education, abortion, national debt, environmental protection, international intervention (unit 7 interest groups and public opinions) <p>2.1.10 Public opinion and behavior of the electorate. Students should be able to evaluate, take, and defend positions about the role of public opinion in American politics, by 3-E-2 (unit 7 interest groups and public opinions)</p> <ul style="list-style-type: none"> explaining how individuals can help to shape the public agenda, e.g., joining interest groups or political parties, making presentations at public meetings, writing letters to newspapers and government officials (unit 7 interest groups and public opinions) explaining the concept of public opinion and alternative views of the proper role of public opinion in a democracy (unit 7 interest groups and public opinions) explaining how public opinion is measured, used in public debate, and sometimes can be manipulated (unit 7 interest groups and public opinions) <p>2.1.11 Political communication: television, radio, the press, and political persuasion. Students should be able to evaluate, take, and defend positions on the influence of the media on American political life. by 3-E-3 (unit 7 interest groups and public opinions)</p>			

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CIVICS AND GOVERNMENT	<ul style="list-style-type: none"> • evaluating ways that government and the media influence public opinion (unit 7 interest groups and public opinions) • evaluating the influence of public opinion on public policy and the behavior of public officials (unit 7 interest groups and public opinions) • explaining the meaning and importance of freedom of the press (unit 7 interest groups and public opinions) • evaluating the role of television, radio, the press, newsletters, and emerging means of communication in American politics (unit 7 interest groups and public opinions) • comparing and contrasting various forms of political persuasion and discuss the extent to which traditional forms have been replaced by electronic media (unit 7 interest groups and public opinions) • explaining how Congress, the President, and state and local public officials use the media to communicate with the citizenry (unit 7 interest groups and public opinions) • evaluating historical and contemporary political communication using such criteria as logical validity, factual accuracy, emotional appeal, distorted evidence, appeals to bias or prejudice, e.g., (unit 7 interest groups and public opinions) <p>Grade Span Expectations (GSEs)</p> <p>2.1.12 Evaluating, taking, and defending a position regarding a policy at the school, local, state, national, or international level that affects individual rights C & G 3(9-12)-2a extension</p> <p>2.1.13 Accessing the political system (e.g., letter writing, researching an issue and communicating it to the public, organizing, petitioning, boy/boycotting) C & G3(9-12)-2b</p>			

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HISTORICAL PERSPECTIVES	<p>2.1.14 Interacting with, analyzing, and evaluating political institutions and political parties in an authentic context (using local, national, or international issues/events that are personally meaningful) C & G 4(9-12)-1b</p> <p>2.1.15 Interacting with political institutions and/or political parties in order to evaluate how they shape the public agenda C & G 4(9-12)-1b extension</p> <p>2.1.14 Identifying and describing the role that various institutions play in meeting the needs of the community C & G 4(9-12)-3b</p> <p>2.1.16 Engaging in and reflecting upon an electoral process in a class, school, or community (e.g., become a candidate and carry out a campaign, participate in party/school nominations, work on a political campaign, volunteer to serve on a board, do polling) C & G 4(9-12)-2c</p> <p>2.1.17 Analyzing and evaluating a contemporary or historical issue (e.g. free trade versus fair trade, access to medical care and terrorism) C & G 5(9-12)-2b</p> <p>2.1.18 Explaining origins of major historical events (e.g., Industrial Revolution in Rhode Island) HP 2(9-12)-1a</p> <p>2.1.19 Formulating a position or course of action on a current issue from a choice of carefully evaluated options, taking into account the historical underpinnings (e.g., casino issue and American Indian sovereignty; current national border debate and RI historical perspective- Do we have enough immigrants?) HP3(9-12)1b</p>			

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<p>3. HOW DOES THE GOVERNMENT ESTABLISHED BY THE CONSTITUTION EMBODY THE PURPOSES, VALUES, AND PRINCIPLES OF AMERICAN DEMOCRACY</p> <p>ESSENTIAL QUESTIONS</p> <p><i>3.1A How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?</i></p> <p><i>3.1B How is the national government organized and what does it do?</i></p> <p><i>3.1C How are state and local governments</i></p>	<p>3.1.1 Distributing governmental power and preventing its abuse. Students should be able to explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power. by 3-A-1 (unit 1 American Government)</p> <ul style="list-style-type: none"> analyzing the effects of how the design of the Constitution is intended to disperse power, to reduce chances of its abuse, and protect individual rights and promote the common good (unit 1 American Government) <p>3.1.2 The American federal system. Students should be able to evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system. 3-A-2 (unit 1 American Government)</p> <p>3.1.3 The institutions of the national government. Students should be able to evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government by 3-B-1</p> <ul style="list-style-type: none"> using contemporary examples, apply the purposes, organization, and functions of the three branches of the national government (unit 2 Legislative Branch), evaluating the argument that separation of powers, checks and balances, and judicial review tend to slow down the process of making and enforcing laws, thus insuring better outcomes (unit 1 American Government) describing the purposes, organization, and functions of the three branches of the national government (Legislative, i.e., the Congress, composed of a House of Representatives and a Senate, including their committees and their respective staffs and most prominent auxiliary agencies, e.g., the Congressional Budget Office, Library of Congress) (unit 2) 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking,</p>	<p>Textbook Magruder's American Government, chapters 1-4, and 18</p> <p>Supplementary books/material</p> <ul style="list-style-type: none"> New York Times Up Front Magazine "12 Angry Men" video <p>Technology</p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum BHS website (Share Point) www.civiced.org www.cnn.com www.whitehouse.gov www.senate.gov www.house.gov www.landmarkcc 	<p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> Final exam Common Tasks Formative Assessments <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Design Your Political Party</p> <p>Essential Questions</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>"Keep It Real Current Events"</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p>

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<p><i>organized and what do they do?</i></p> <p><i>3.1D What is the place of law in the American constitutional system?</i></p> <p><i>What is a legislature and what purpose does it serve in democracy?</i></p>	<p>Legislative Branch),</p> <ul style="list-style-type: none"> describing the purposes, organization, and functions of the three branches of the national government (executive, including its most prominent agencies, e.g., State, Defense, Health and Human Services, Justice, Education) (unit 3 Executive Branch) identifying and applying contemporary issues of the essential political freedoms, e.g., freedom of religion, speech, press, and assembly (unit 4 Judicial Branch) evaluating the extent to which each branch of the government reflects the people's sovereignty (unit 3 Executive Branch) <p>3.1.4 Major Responsibilities of the national government in domestic and foreign policy. Students should be able to evaluate, take, and defend positions on issues regarding the major responsibilities of the national government for domestic and foreign policy. by3-B-2</p> <ul style="list-style-type: none"> explaining the major responsibilities of the national government for domestic policy and draw conclusions for how domestic policies affect people's everyday lives and their community (unit 2 Legislative Branch) summarizing and evaluating the major responsibilities of the national government (executive branch) for domestic policy and how domestic policies affect their everyday lives and their community (unit 3 Executive Branch) summarizing and evaluating the major responsibilities of the national government for foreign policy and how foreign policies, including trade policy and national security, affect their everyday lives and their community (unit 3 Executive Branch) 	<p>historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking; involving students in active participation in the classroom and the wider community; involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' 	<p>ases.org</p> <ul style="list-style-type: none"> www.law.cornell.edu www.supremecourtus.gov rns.org www.democratics.org <p>Materials</p> <ul style="list-style-type: none"> Pocket Constitution <p>School library resources</p> <p>Community</p> <ul style="list-style-type: none"> 	<p>Rubrics - Historical Thinking, ELA, and School-wide</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report, persuasive, procedural

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	<p>3.1.5 Financing government through taxation. Students should be able to evaluate, take, and defend positions on issues regarding how government should raise money to pay for its operations and services by 3-B-3</p> <ul style="list-style-type: none"> • identifying and evaluating major uses of tax revenues received by the national government, e.g., direct payment to individuals (Social Security, Medicaid, Medicare, Aid to Families with Dependent Children), interstate highways, national defense, interest on the federal debt, national parks (unit 2 Legislative Branch) • analyzing the tension between citizens' desire for government services and benefits and their unwillingness to pay taxes for them; propose possible solutions to the problem (unit 2 Legislative Branch) <p>3.1.6 The place of law in American society. Students should be able to evaluate, take, and defend positions on the role and importance of law in the American political system by 3-D-1</p> <ul style="list-style-type: none"> • determining why the rule of law has a central place in American society <p>3.1.7 Judicial protection of the rights of individuals. Students should be able to evaluate, take, and defend positions on current issues regarding the judicial protection of individual rights. by 3-D-2</p> <ul style="list-style-type: none"> • explaining the importance of an independent judiciary in a constitutional democracy • evaluating the necessity of the right to due process of law for individuals accused of crimes <p>3.1.8 Political parties, campaigns, and elections. Students should be able to evaluate, take, and defend positions about the roles of political parties, campaigns, and elections in American politics. 3-</p>	<p>prior knowledge; exploring a full range of culture found in America</p> <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p>		

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	<p>E-(unit 5 political parties)</p> <ul style="list-style-type: none"> • describing the origins and development of the two party system in the United States (unit 5 political parties) • evaluating the role of third parties in the United States (unit 5 political parties) • differentiating between American political parties and ideological parties in other countries (unit 5 political parties) • categorizing the major characteristics of American political parties, how they vary by locality, and how they reflect the dispersion of power providing citizens numerous opportunities for participation; apply these values to current party members (unit 5 political parties) • describing the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders (unit 5 political parties) • comparing and contrasting varied types of elections, e.g., primary and general, local and state, congressional and presidential, initiative, referendum, recall (unit 6 political parties) • analyzing the significance of campaigns and elections in the American political system (unit 6 political parties) • describing, defining and illustrating current criticisms of campaigns and proposals for their reform (unit 6 political parties) 			
CIVICS AND GOVERNMENT	<p>Grade Span Expectations (GSEs)</p> <p>3.1.7 Explaining how political authority is obtained and legitimized C & G 1(9-12)-2b</p>			
CIVICS AND	<p>3.1.8 Examining the historical origins of power and how that power has</p>			

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GOVERNMENT	<u>been exercised over time</u> (e.g., divine right, popular sovereignty, social contract, "regime of truth") C & G 1 (9-12)-2c			
CIVICS AND GOVERNMENT	3.1.9 <u>Evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review</u> C & G 2 (9-2) 1a			
CIVICS AND GOVERNMENT	3.1.10 <u>Analyzing</u> the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) <u>through researching a current or historical issue or event</u> C & G 2 (9-12)-1b			
CIVICS AND GOVERNMENT	3.1.11 <u>Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. government</u> (local, state, national) or other political institutions (e.g., access to the U.S. political process) C & G 2 ((9-12)-1c			
CIVICS AND GOVERNMENT	3.1.12 <u>Analyzing</u> how people gain or fail to gain access to the institutions of the U.S. government (local, state, national) or other political institutions (e.g., access to the U.S. political process C & G 2 (9-12)-1c extension			
CIVICS AND GOVERNMENT	3.1.13 <u>Interpreting and analyzing the sources of the U.S. democratic tradition in the Declaration of Independence, U.S. Constitution, and other documents</u> (e.g., RI Constitution, Seneca Falls Declaration of Sentiments & Resolutions, Supreme Court decisions, Pledge of Allegiance) C & G 2 (9-12)-2a			
CIVICS AND GOVERNMENT	3.1.13 <u>Analyzing the inherent challenges involved in balancing majority rule and minority rights</u> C & G 2 (9-12)-2b			
CIVICS AND	3.1.14 <u>Analyzing</u> the discrepancies between democratic ideals and the realities of American social and political life (e.g., equal			

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GOVERNMENT	protection under the law and the reality of discrimination) C & G 2 (9-12)-2c extension			
CIVICS AND GOVERNMENT	3.1.15 <u>Analyzing</u> how people gain or fail to gain access to the institutions of the U.S. government (local, state, national) or other political institutions (e.g., access to the U.S. political process) C & G 2(9-12)1c extension			
CIVICS AND GOVERNMENT	3.1.16 <u>Identifying a policy at the school, local, state, national, or international level and describing how it affects individual rights</u> C & G 3 (9-12)-2a			
CIVICS AND GOVERNMENT	3.1.17 <u>Evaluating</u> , taking, and defending positions regarding the personal and civic responsibilities of individuals C & G 3(9-12)-1c			
CIVICS AND GOVERNMENT	3.1.18 <u>Selecting a landmark campaign or election in the American political system, explaining the historical context and its significance, and evaluating its impact</u> C & G 4(9-12)-1d			
CIVICS AND GOVERNMENT	3.1.19 Formulating historical questions, obtaining, <u>analyzing, evaluating historical primary and secondary print and non-print sources</u> (e.g., <i>RI Constitution</i> , art, oral history, writings of Elizabeth Buffum Chace) HP 1 (9-12)-1a			
HISTORICAL PERSPECTIVES	3.1.20 <u>Using technological tools in historical research</u> HP 1 (9-12)-1d			
	3.1.21 <u>Interpreting and constructing visual data</u> (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) <u>in order to explain historical continuity and change</u> (e.g., timeline of Rhode Island's path to Revolution; Why is Rhode Island first to declare independence, but last colony to ratify the <i>Constitution</i> ?) HP 1 (9-12)-2b			

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CIVICS AND GOVERNMENT	3.1.22 <u>Describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S.</u> C & G 3 (9-12)-2c			
CIVICS AND GOVERNMENT	3.1.23 <u>Analyzing</u> how access to institutions affects justice, reward, and power in the U.S. c. <u>analyzing</u> how access to institutions affects justice, reward, and power in the U.S. C & G 3 (9-12) 2c extension			
CIVICS AND GOVERNMENT	3.1.24 <u>Analyzing and interpreting sources</u> (print and non-print discourse/media), <u>by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across sources</u> (C & G 4 (9-12)1c			
CIVICS AND GOVERNMENT	3.1.25 <u>Critically analyzing a media piece</u> (e.g., political advertisements, news broadcasts, talk radio shows) <u>and assessing its impact on public opinion and behavior</u> C & G 4(9-12)1c extension			
CIVICS AND GOVERNMENT	3.1.26 <u>Using collaborative decision making/problem solving to consider multiple perspectives on a current political, social, or economic issue, evaluating the consequences of various options, and developing a plan of action</u> (e.g., new school policy or local, national, or international public policy) C & G 4(9-12)-2a			
CIVICS AND GOVERNMENT	3.1.27 <u>Identifying and analyzing the conflicts that exist between public and private life</u> (e.g., issues related to Homeland Security, Eminent Domain, civil liberties) C & G 4(9-12)-3c			
CIVICS AND GOVERNMENT	3.1.28 <u>Analyzing multiple perspectives on an historical or current controversial issue</u> (e.g., immigration, environmental policy, escalation of the war in Vietnam, Brown v. Board of Education) C & G 4 (9-12) 1e			

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<p>HISTORICAL PERSPECTIVES</p> <p>HISTORICAL PERSPECTIVES</p>	<p>3.1.29 Tracing patterns chronologically in history to describe changes on domestic, social, or economic life (e.g. immigration trends, land use patterns, naval military history) HP 2(9-12)-3a</p> <p>3.1.30 Documenting various groups (e.g., formal: non-government organizations, religious; informal: family, clan) and their traditions that have remained constant over time (e.g., religious denomination, fishing industry, formal and informal design, town financial meeting, lotteries) HP2 (9-12)-3b</p>			
<p>4. WHAT IS THE RELATIONSHIP OF THE UNITED STATES TO OTHER NATIONS AND TO WORLD AFFAIRS?</p> <p>ESSENTIAL QUESTIONS</p> <p><i>4.1A How is the world organized politically?</i></p> <p><i>4.1B How do the domestic politics and constitutional principles of the United States affect its relations</i></p>	<p>4.1.1 Interactions among nation-states. Students should be able to explain how nation-states interact with each other by 4-A-2</p> <ul style="list-style-type: none"> analyzing and explaining how nation-states interact with each other. (trade, diplomacy, treaties, agreements, economic incentives and sanctions, military force and the threat of force) (unit 3 Executive Branch) <p>4.1.2 Making and implementing United States foreign policy. Students should be able to evaluate, take, and defend positions about how United States foreign policy is made and the means by which it is carried out. by 4-C-2</p> <ul style="list-style-type: none"> applying and evaluating powers the Constitution gives to the president, Congress, and the federal judiciary in foreign affairs and how these powers have been used over time; use contemporary examples (unit 3 Executive Branch) 	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking, historical</p>	<p>Textbook</p> <p>Magruder's American Government,</p> <p>Supplementary books/material</p> <ul style="list-style-type: none"> New York Times Up Front Magazine "!2 Angry Men" video <p>Technology</p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstrea ming.com www.ridoe.net www.ride.ni.gov/instruction/curriculum 	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> Final exam Common Tasks Formative Assessments <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Essential Questions</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>"Keep It Real Current Events"</p>

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<p><i>with the world?</i></p> <p><i>4.1C How has the United States influenced other nations, and how have other nations influenced American politics and society?</i></p> <p><i>What qualities make a "good President" or a "bad president"?</i></p>		<p>comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking; involving students in active participation in the classroom and the wider community; involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p>	<ul style="list-style-type: none"> BHS website (Share Point) www.civiced.org www.whitehouse.gov www.cnn.com <p>Materials</p> <ul style="list-style-type: none"> Pocket Constitution <p>School library resources</p> <p>Community</p>	<p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Rubrics - Historical Thinking, ELA, and School-wide</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing - report, persuasive, procedural

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<p>5. WHAT ARE THE ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY?</p> <p>ESSENTIAL QUESTIONS</p> <p><i>5.1A What is citizenship?</i></p> <p><i>5.1B What are the rights of citizens?</i></p> <p><i>5.1C What are the responsibilities of citizens?</i></p> <p><i>5.1D What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?</i></p> <p><i>5.1E How can citizens take part in civic life?</i></p>	<p>5.1.1 Personal rights. Students should be able to evaluate, take, and defend positions on issues regarding personal rights. by 5-B-1 (unit 4 Judicial Branch)</p> <ul style="list-style-type: none"> explaining the meaning of personal rights as distinguished from political rights, e.g., the right to privacy or the right to freedom of conscience as distinguished from the political right to peaceably assemble and petition for a redress of grievances (unit 4 Judicial Branch) evaluating contemporary issues that involve the question of personal rights, e.g., restricted membership in organizations, school prayer, sexual harassment, refusal of medical care (unit 4 Judicial Branch) <p>5.1.2 Political rights. Students should be able to evaluate, take, and defend positions on issues regarding political rights. 5-B-2 (unit 6 political parties)</p> <p>5.1.3 Explain the importance to the individual and society of such political rights as right to vote and run for public office (unit 6 political parties)</p> <p>5.1.4 Scope and limits of rights. Students should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights by 5-B-5</p> <ul style="list-style-type: none"> explaining what is meant by the "scope and limits" of a right, e.g., the scope of one's right to free speech in the United States is extensive and protects almost all forms of political expression; however, the right to free speech can be limited if and when speech seriously harms or endangers others (unit 4 Judicial Branch) evaluating the argument that all rights have limits (unit 4 Judicial Branch) evaluating positions on a contemporary conflict between 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Models historical thinking skills: chronological thinking,</p>	<p>Textbook</p> <p>Magruder's American Government.</p> <p>Supplementary books/material</p> <ul style="list-style-type: none"> New York Times Up Front Magazine "12 Angry Men" video <p>Technology</p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum BHS website (Share Point) www.civiced.org www.cnn.com www.whitehouse.gov <p>Materials</p> <ul style="list-style-type: none"> Pocket Constitution 	<p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> Final exam Common Tasks Formative Assessments <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Essential Questions</p> <p>Exhibits</p> <p>Evolution of President's Roles project</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>"Keep It Real Current Events"</p> <p>Mock Trial</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p>

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<p><i>Is the current nomination process in the U.S. a suitable system?</i></p>	<p>rights and other social values and interests, e.g., the right of the public to know what their government is doing versus the need for national security, the right to property versus the protection of the environment (unit 4 Judicial Branch)</p> <p>5.1.5 Personal responsibilities. Students should be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy by 5-C-1</p> <ul style="list-style-type: none"> • analyzing and categorizing the distinction between personal and civic responsibilities, as well as the tensions that may arise between them • evaluating whether and when their obligations as citizens require that their personal desires and interests be subordinated to the public good; research and gather evidence and apply to contemporary or hypothetical issues • evaluating whether and when moral obligations or constitutional principles require one to refuse to assume certain civic responsibilities <p>5.1.6 Forms of political participation. Students should be able to evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy by 5-E-3 (unit 6 political parties)</p> <ul style="list-style-type: none"> • evaluating the importance of voting as a form of political participation (unit 6 political parties) <p>5.1.7 Political leadership and careers in public service. Students should be able to evaluate, take, and defend positions about the functions of leadership in an American constitutional democracy. by 5-E-4</p> <ul style="list-style-type: none"> • explaining the functions of political leadership and why 	<p>historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking; • involving students in active participation in the classroom and the wider community; • involving students in both independent inquiry and cooperative learning • involving students in reading, writing, observing, discussing, and debating • building upon students' 	<p><u>School library resources</u></p> <p><u>Community</u></p>	<p>Oral presentations</p> <p>Rubrics - Historical Thinking, ELA, and School-wide</p> <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing - report, persuasive, procedural

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CIVICS AND GOVERNMENT GSE/STANDARDS	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
	<p>leadership is a vital necessity in American constitutional democracy (unit 3 Executive Branch)</p> <ul style="list-style-type: none"> • using supporting evidence, describe various ways one can exercise leadership in public affairs (unit 3 Executive Branch) • describing opportunities for citizens to engage in careers in public service; students propose ideas for personal civic involvement (unit 3 Executive Branch) • identifying and evaluating the personal qualities necessary for political leadership (unit 3 Executive Branch) • gathering, analyzing, organizing and synthesizing information regarding ethical dilemmas that might confront political leaders (unit 3 Executive Branch) <p>5.1.8 Knowledge and participation. Students should be able to explain the importance of knowledge to competent and responsible participation in American democracy. by 5-E-5 (unit 5 political parties)</p> <ul style="list-style-type: none"> • explaining and evaluating the degree to which becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is an important form of participation (unit 5 political parties) • explaining and evaluating the degree to which becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is an important form of participation (unit 5 political parties) • explaining the functions of political leadership and why leadership is a vital necessity in American constitutional democracy (unit 5 political parties) • describing various ways one can exercise leadership in public affairs (unit 5 political parties) 	<p>prior knowledge; exploring a full range of culture found in America</p> <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p>		

American Government Grades 11-12 (semester course)

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	<ul style="list-style-type: none"> describing and providing examples of opportunities for citizens to engage in careers in public service (unit 5 political parties) 			
CIVICS AND GOVERNMENT	<p>Grade Span Expectations (GSEs)</p> <p>5.1.9 <u>Comparing and contrasting different perspective on provisions found in the <i>Bill of Rights</i> (e.g., flag burning and the first Amendment) C & G 1(9-12)-2a</u></p>			
CIVICS AND GOVERNMENT	<p>5.1.10 <u>Analyzing the inherent challenges involved in balancing majority rule and minority rights C & G 2 (9-12)-2b</u></p>			
CIVICS AND GOVERNMENT	<p>5.1.11 <u>Identifying and giving examples of the discrepancies between democratic ideals and the realities of American social and political life (e.g., equal protection under the law and the reality of discrimination) C & G 2 (9-12)-2c</u></p>			
CIVICS AND GOVERNMENT	<p>5.1.12 <u>Analyzing the discrepancies between democratic ideals and the realities of American social and political life (e.g., equal protection under the law and the reality of discrimination) C & G 2 (9-12) 2c extension</u></p>			
CIVICS AND GOVERNMENT	<p>5.1.13 <u>Analyzing the scope and limits of personal, cultural, economic, or political rights (e.g., freedom of expression vs. school dress codes, speaking one's native language vs. English-only legislation; living wage vs. minimum wage; civil liberties vs. national security) C & G 3 (9-12)-1d</u></p>			
CIVICS AND GOVERNMENT	<p>5.1.14 <u>Describing the criteria used for admission to citizenship in the US C & G 3(9-12)-1e</u></p>			
CIVICS AND GOVERNMENT	<p>5.1.15 <u>Critically examining the criteria used for admission to citizenship in the US C & G 3(9-12)-1e extension</u></p>			

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CIVICS AND GOVERNMENT	5.1.16 <u>Identifying and explaining ways individuals and groups have exercised their rights in order to transform society (e.g., Civil Rights Movement, women's suffrage)</u> C & G 3(9-12)-2d			
CIVICS AND GOVERNMENT	5.1.17 <u>Critiquing and proposing alternatives to social, political, or economic injustices; using evidence to make predictions about how society might be transformed in the future</u> C & G 3 (9-12) 2d extension			
CIVICS AND GOVERNMENT	5.1.18 <u>Critically reflecting on their own civic dispositions (e.g., tolerance and respect, concern for the rights and welfare of others, social responsibility, and recognition of the capacity to make a difference)</u> C & G 4(9-12)-3a			
CIVICS AND GOVERNMENT	5.1.19 <u>Describing the interconnected nature of a contemporary or historical issue</u> C & G 5 (9-12) 2a			
HISTORICAL PERSPECTIVES	5.1.20 <u>Interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) in order to explain historical continuity and change (e.g., timeline of Rhode Island's path to Revolution; Why is Rhode Island first to declare independence, but last colony to ratify the Constitution?)</u> HP1(9-12)-2b			
HISTORICAL PERSPECTIVES	5.1.21 <u>Gathering evidence of circumstances and factors contributing to contemporary problems (e.g., civil rights movement, sexual revolution)</u> HP 3 (9-12)-1a			