

**Government Curriculum Map**  
**Ms. Davis & Mr. Bucca**

UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	NEXT GENERATION/ CORE CONTENT STANDARDS
<p><b>Unit Title:</b> Foundations of the American Democracy</p> <p><b>Essential Question:</b> How has the American Democracy evolved?</p>	<p>The Unit begins the last week of <b>September</b> till the last week of <b>October</b></p>	<p><b>RCHS FOCUS SKILLS</b></p> <p>Within each unit of study students will identify the central idea of primary sources and based on the accurate identification of the central idea. Students will select primary and secondary sources to support their claims, explaining the selection</p> <p>Within each unit of study students will select evidence and defend their source selection to support their claim through reasoning and sourcing</p>	<ul style="list-style-type: none"> <li>• The Constitution - National Archives</li> <li>• Passport to Social Studies Unit Text Guide</li> </ul> <p><b>You Tube Resources:</b> Continuously Used</p> <ul style="list-style-type: none"> <li>- TED ED</li> <li>- HISTORY.COM</li> <li>- CRASH COURSE</li> <li>- BIG THINK</li> <li>- ALTERNATE HISTORY</li> </ul>	<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Mini Project</li> <li>• Current Event Reflection</li> <li>• Document Analysis</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Peer to Peer Writing Feedback</li> <li>• Exit Ticket (1)</li> </ul> <p>Reflection of the Unit Questions (Overarching or/ Topical)</p> <ul style="list-style-type: none"> <li>• Cornell Note Sheet</li> </ul>	<p>Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society.</p> <p>Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.</p>	<p>12.G1 FOUNDATIONS of AMERICAN DEMOCRACY: The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.</p> <p>11-12 RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>11-12 RH 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<p><b>Unit Title:</b> Enlightenment and Political Ideologies</p>	<p>The Unit begins the last week of <b>October</b> till</p>	<p>Students compare available data sets to draw conclusions on multiple sets of</p>	<ul style="list-style-type: none"> <li>• Passport to Social Studies Unit Text Guide</li> <li>• <a href="https://www.supremecourt.gov/oral_arguments/oral_arguments.aspx">https://www.supremecourt.gov/oral_arguments/oral_arguments.aspx</a></li> </ul> <p><b>You Tube Resources:</b> Continuously Used</p>	<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Midterm Project</li> </ul>	<p>Express respectful agreement or disagreement with opinions, validating the knowledge of</p>	<p>12.G1 FOUNDATIONS of AMERICAN DEMOCRACY: The principles of American democracy are</p>

<p><b>Essential Question:</b> Did political ideologies represent Democracy?</p>	<p>the second week of <b>November</b></p>	<p>data and documents. Paying attention to titles and subtitles. Corroborate documents to form various time periods, interpret the language and contextualization of the source. Identifying biases, strengths and weaknesses. Making cause and effect relationships and connections to present – day.</p> <p>Within each unit of study students will select evidence and defend their source selection to support their claim through reasoning and sourcing</p> <p>Students write argumentative essays using carefully selected from class readings and primary sources as well as researched sources to support claims and is structures with logical organization.</p>	<ul style="list-style-type: none"> <li>- TED ED</li> <li>- HISTORY.COM</li> <li>- CRASH COURSE</li> <li>- BIG THINK</li> <li>- ALTERNATE HISTORY</li> </ul>	<ul style="list-style-type: none"> <li>• Current Event Reflection</li> <li>• Gubernatorial Election (Mini Project)</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Political Ideology Poster Ad</li> <li>• Document Analysis: Founding Ideologies</li> <li>• Fishbowl Discussion: Political Theories</li> <li>• Cornell Note Sheet</li> </ul>	<p>peers, or challenging their viewpoints in constructive ways.</p> <p>Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.</p>	<p>reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.</p> <p>12.G4 POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.</p> <p>11-12 RH 8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>
<p><b>Unit Title:</b> Rights of the People &amp; Amendments</p> <p><b>Essential Question:</b></p>	<p>The Unit begins the second week of <b>November</b> till the <b>second</b> week of <b>December</b></p>	<p>Within each unit of study students will identify the central idea of primary sources and based on the accurate identification of</p>	<ul style="list-style-type: none"> <li>• Branches of Government (Ben's Guide)</li> <li>• A People’s History (Howard Zinn)</li> <li>• 13<sup>th</sup> Amendment (Netflix documentary)</li> <li>• Passport to Social Studies Unit Text Guide</li> <li>• <a href="https://www.supremecourt.gov/oral_arguments/oral_arguments.aspx">https://www.supremecourt.gov/oral_arguments/oral_arguments.aspx</a></li> <li>• Teaching with Documents: Constitutional Issues: Separation of Powers - National Archives</li> </ul>	<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Debate: Rights and Responsibilities</li> <li>• Voting Initiatives</li> </ul>	<p>Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences,</p>	<p>12.G4 POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to</p>

<p>Who and What Protects the freedoms of Americans?</p>		<p>the central idea. Students will select primary and secondary sources to support their claims, explaining the selection</p> <p>Students write argumentative essays using carefully selected from class readings and primary sources as well as researched sources to support claims and is structures with logical organization.</p>	<p><b>You Tube Resources:</b> Continuously Used</p> <ul style="list-style-type: none"> <li>- TED ED</li> <li>- HISTORY.COM</li> <li>- CRASH COURSE</li> <li>- BIG THINK</li> <li>- ALTERNATE HISTORY</li> </ul>	<ul style="list-style-type: none"> <li>• The After Math (Mini Project)</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Project Drafts</li> <li>• Exit Tickets (2)</li> </ul> <p>Reflection of the Unit Questions (Overarching or/ Topical)</p> <ul style="list-style-type: none"> <li>• Jam Board Activities</li> <li>• Cornell Note Sheet</li> </ul>	<p>strengths, needs, and opinions.</p> <p>Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.</p>	<p>engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.</p> <p>11-12 RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<p><b>Unit Title:</b> Civil Rights and Liberties</p> <p><b>Essential Question:</b> What are the limitations of the Constitution?</p>	<p>The Unit begins <b>Dec 12<sup>th</sup> – 23<sup>rd</sup> and continues January 3<sup>rd</sup> – 13<sup>th</sup></b></p>	<p>Students compare available data sets to draw conclusions on multiple sets of data and documents. Paying attention to titles and subtitles. Corroborate documents to form various time periods, interpret the language and contextualization of the source. Identifying biases, strengths and weaknesses. Making cause and effect relationships and connections to present – day.</p> <p>Within each unit of study students will identify the central idea of primary sources and based on the accurate</p>	<ul style="list-style-type: none"> <li>• Passport to Social Studies Unit Text Guide</li> <li>• <b>Color Purple (Excerpts)</b></li> <li>• A People’s History (Howard Zinn)</li> <li>• Netflix Documentary: Trial by Media</li> </ul> <p><b>You Tube Resources:</b> Continuously Used</p> <ul style="list-style-type: none"> <li>- TED ED</li> <li>- HISTORY.COM</li> <li>- CRASH COURSE</li> <li>- BIG THINK</li> <li>- ALTERNATE HISTORY</li> </ul>	<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• PBL: Where are we now?</li> <li>• Research Paper: Constitutional Reform</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Exit Tickets (2)</li> </ul> <p>Reflection of the Unit Questions (Overarching or/ Topical)</p> <ul style="list-style-type: none"> <li>• Cornell Note Sheet</li> <li>• Fishbowl Discussion: Civil Rights</li> <li>• Graphic Organizer Activity</li> <li>• Role Play</li> </ul>	<p>Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis.</p> <p>Connect in-school learning with the world outside the classroom</p>	<p>12.G2 CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights which have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.</p> <p>11-12 RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among</p>

		<p>identification of the central idea. Students will select primary and secondary sources to support their claims, explaining the selection</p> <p>Students write argumentative essays using carefully selected from class readings and primary sources as well as researched sources to support claims and is structures with logical organization.</p>				<p>the key details and ideas.</p> <p>11-12 RH 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<p><b>Unit Title:</b> Political Process &amp; The People</p> <p><b>Essential Question:</b> Should citizens participate in the government process?</p>	<p>The Unit begins <b>January 16<sup>TH</sup></b> <b>- Feb 1st</b></p>	<p>Students compare available data sets to draw conclusions on multiple sets of data and documents. Paying attention to titles and subtitles. Corroborate documents to form various time periods, interpret the language and contextualization of the source. Identifying biases, strengths and weaknesses. Making cause and effect relationships and connections to present – day.</p>	<ul style="list-style-type: none"> <li>• Passport to Social Studies Unit Text Guide</li> <li>• <a href="https://www.supremecourt.gov/oral_arguments/oral_arguments.aspx">https://www.supremecourt.gov/oral_arguments/oral_arguments.aspx</a></li> <li>• Netflix Series: Who’s Vote Count Explained?</li> </ul> <p><b>You Tube Resources:</b> Continuously Used</p> <ul style="list-style-type: none"> <li>- TED ED</li> <li>- HISTORY.COM</li> <li>- CRASH COURSE</li> <li>- BIG THINK</li> <li>- ALTERNATE HISTORY</li> </ul>	<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Letter to Our President</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Journal Response: Does my vote/citizenship matter?</li> <li>• Exit Tickets (2)</li> </ul> <p>Reflection of the Unit Questions (Overarching or/ Topical)</p> <ul style="list-style-type: none"> <li>• Cornell Note Sheet</li> </ul>	<p>Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.</p> <p>Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.</p> <p>Connect in-school learning with the world outside the classroom</p> <p>Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways</p>	<p>12.G3 RIGHTS, RESPONSIBILITIES AND DUTIES OF CITIZENSHIP: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.</p> <p>11-12 RH 5: Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.</p>

<p><b>Unit Title:</b> Public Policy</p> <p><b>Essential Question:</b> How do citizens influence Government Policy?</p>	<p>The Unit begins <b>February 1st</b> and finishes <b>February 14th</b></p>	<p>Students compare available data sets to draw conclusions on multiple sets of data and documents. Paying attention to titles and subtitles. Corroborate documents to form various time periods, interpret the language and contextualization of the source. Identifying biases, strengths and weaknesses. Making cause and effect relationships and connections to present – day.</p> <p>Students write argumentative essays using carefully selected from class readings and primary sources as well as researched sources to support claims and is structures with logical organization.</p>	<ul style="list-style-type: none"> <li>• Netflix documentary: The Vanguard</li> <li>• Passport to Social Studies Unit Text Guide</li> <li>• A People’s History (Howard Zinn)</li> </ul> <p><b>You Tube Resources:</b> Continuously Used</p> <ul style="list-style-type: none"> <li>- TED ED</li> <li>- HISTORY.COM</li> <li>- CRASH COURSE</li> <li>- BIG THINK</li> <li>- ALTERNATE HISTORY</li> </ul>	<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• PBL Project: Social Movements and Public Policy &amp; Family Time Capsule</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Exit Tickets (2)</li> </ul> <p>Reflection of the Unit Questions (Overarching or/ Topical)</p> <ul style="list-style-type: none"> <li>• Cornell Note Sheet</li> </ul>	<p>Connect in-school learning with the world outside the classroom.</p> <p>Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.</p>	<p>12.G5 PUBLIC POLICY: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution.</p> <p>11-12 RH 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>11-12 RH 5: Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.</p>
<p><b>Unit Title:</b> Government and Impact</p>	<p><b>TBD</b></p>	<p><b>TBD</b></p>	<p><b>TBD</b></p>	<p><b>TBD</b></p>	<p><b>TBD</b></p>	<p><b>TBD</b></p>