

Teacher Name: Benjamin/Swider		Course Name: Participation in Government	
SMART Goal: Seniors will develop and engage in acquiring civic reasoning, discussion, and democratic engagement over this half year course, with the intent of maintaining these skills for life.			
<u>Timeline on all Units is flexible to accommodate distance learning.</u>			
Unit Name	Content Learning Targets	Learning Targets	
12.G1 FOUNDATIONS of AMERICAN DEMOCRACY	<ul style="list-style-type: none"> <li>12.G1a Enlightenment ideas and their influence on the Constitution and Bill of Rights.</li> <li>12.G1b The Federal Constitution distributes power amongst three different branches of government and state governments/constitutions.</li> <li>12.G1c Separation of powers and preventing abuse through checks and balances.</li> <li>12.G1d Rule of law, establishes that nothing is above the law. Evolution and development of law over time.</li> <li>12.G1e Powers not delegated specifically in the Constitution are reserved to the states, these powers have shifted over time.</li> <li>12.G1f The Constitution can evolve and change through a clearly defined and intentionally rigorous process for amendment.</li> </ul>	1 - Informed Individual Expression 2 - Development of political, economic, labor, and social systems/structures, with geographic influence 3 - Connections to current events to create relevancy 4 - Expansion of the United States' influence and response to others 5 - Managing internal conflict	
		Essential Learning Skills	
		1 - Analyze text or data strategically for: understanding, connections, structures, essential information, and annotation 2 - Develop an argument or claim and support it with details and evidence 3 - Develop, use, and align common language in Vocabulary 4 - Organize information/See relationships, patterns/Use Models of Organization/Plan 5 - Communicate clearly and effectively in reading, writing, speaking and listening/Collaborate 6 - Make inferences and predictions/Summarize 7 - Identify main idea, theme, key phrases and issues 8 - Evaluate and Synthesize multiple sources of Information/Research 9 - Apply background and content knowledge to skills/Demonstrate 10 - Think critically and creatively/Strategize/Problem Solve (multi-step)	
<b>Core Vocabulary</b> Government, Civics, Constitution, Preamble, Articles, Amendments, Natural Rights, Rule of Law, Amendment Process, Due Process, Civil Rights, Civil Liberties, Inalienable Rights, Bill of Rights, Liberties, Trial, Democracy, Registering to Vote, Political Offices, Legal Obligations, Advocacy, Informed Citizen		<b>Check-In</b> <ul style="list-style-type: none"> <li>Bell Ringer</li> <li>Completion of daily activities</li> <li>Open ended questions and discussion reflection</li> <li>Weekly Self-Assessment</li> </ul>	<b>Resources Required</b> <i>ss-framework-9-12</i> <i>Materials on Schoology</i>

Unit Name	Content Learning Targets	Learning Targets	
<b>12.G2 CIVIL RIGHTS and CIVIL LIBERTIES</b>	<p>12.G2a Equality before the law, due process, and issues of ongoing civic debate regarding them.</p> <p>12.G2b Constitutional protections and issues of ongoing civic debate regarding them.</p> <p>12.G2c The judicial system, interpretation, and issues of ongoing civic debate regarding them.</p> <p>12.G2d Civil rights and points of contention regarding equality.</p> <p>12.G2e Rights are not absolute; they vary with legal status, location, and circumstance. Rights are a subject of civic discourse.</p> <p>12G2f Freedom of the press, the degree of freedom, impartiality in practice, and issues of ongoing civic debate regarding them.</p>	<p>1 - Informed Individual Expression</p> <p>2 - Development of political, economic, labor, and social systems/structures, with geographic influence</p> <p>3 - Connections to current events to create relevancy</p> <p>4 - Expansion of the United States' influence and response to others</p> <p>5 - Managing internal conflict</p>	
		<p style="text-align: center;"><b>Essential Learning Skills</b></p> <p>1 - Analyze text or data strategically for: understanding, connections, structures, essential information, and annotation</p> <p>2 - Develop an argument or claim and support it with details and evidence</p> <p>3 - Develop, use, and align common language in Vocabulary</p> <p>4 - Organize information/See relationships, patterns/Use Models of Organization/Plan</p> <p>5 - Communicate clearly and effectively in reading, writing, speaking and listening/Collaborate</p> <p>6 - Make inferences and predictions/Summarize</p> <p>7 - Identify main idea, theme, key phrases and issues</p> <p>8 - Evaluate and Synthesize multiple sources of Information/Research</p> <p>9 - Apply background and content knowledge to skills/Demonstrate</p> <p>10 - Think critically and creatively/Strategize/Problem Solve (multi-step)</p>	
<p><b>Core Vocabulary</b>            Freedom of Speech, Freedom of the Press, Debate, Justices, Impartial, Civility, Inalienable Rights, Public Debate, Freedom of Assembly</p>		<p><b>Check-In</b></p> <ul style="list-style-type: none"> <li>• Completion of daily activities</li> <li>• Open ended questions and discussion reflection</li> <li>• Weekly Self-Assessment</li> </ul>	<p><b>Resources Required</b>  <i>ss-framework-9-12</i>  <i>Materials on Schoology</i></p>

Unit Name	Content Learning Targets	Learning Targets	
<b>12.G3 RIGHTS, RESPONSIBILITIES, AND DUTIES OF CITIZENSHIP</b>	<p>12.G3a Citizen rights and responsibilities.</p> <p>12.G3b Levels of participation in government through voting, meetings, and more.</p> <p>12.G3c Opportunities to both participate in and influence our communities.</p> <p>12.G3d Representing our locality, state, or country as elected officials.</p>	<p>1 - Informed Individual Expression</p> <p>2 - Development of political, economic, labor, and social systems/structures, with geographic influence</p> <p>3 - Connections to current events to create relevancy</p> <p>4 - Expansion of the United States' influence and response to others</p> <p>5 - Managing internal conflict</p> <hr/> <p style="text-align: center;"><b>Essential Learning Skills</b></p> <p>1 - Analyze text or data strategically for: understanding, connections, structures, essential information, and annotation</p> <p>2 - Develop an argument or claim and support it with details and evidence</p> <p>3 - Develop, use, and align common language in Vocabulary</p> <p>4 - Organize information/See relationships, patterns/Use Models of Organization/Plan</p> <p>5 - Communicate clearly and effectively in reading, writing, speaking and listening/Collaborate</p> <p>6 - Make inferences and predictions/Summarize</p> <p>7 - Identify main idea, theme, key phrases and issues</p> <p>8 - Evaluate and Synthesize multiple sources of Information/Research</p> <p>9 - Apply background and content knowledge to skills/Demonstrate</p> <p>10 - Think critically and creatively/Strategize/Problem Solve (multi-step)</p>	
<p><b>Core Vocabulary</b>  Social responsibility, levels of government, Peer Group, Property, Taxes, Customs, Citizenship, Citizen, Subject.</p>		<p><b>Check-In</b></p> <ul style="list-style-type: none"> <li>• Bell Ringer</li> <li>• Completion of daily activities</li> <li>• Open ended questions and discussion reflection</li> <li>• Weekly Self-Assessment</li> </ul>	<p><b>Resources Required</b>  <i>ss-framework-9-12</i>  <i>Materials on Schoology</i></p>

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<b>12.G4 POLITICAL AND CIVIC PARTICIPATION</b>	<p>12.G4a Electoral and representational systems in the United States with their advantages and drawbacks.</p> <p>12.G4b Open, safe, and honest elections are essential to a democratic system, acquiring voting information is essential.</p> <p>12.G4c Participating in the electoral process through joining a political organization, donating money, and doing volunteer work.</p> <p>12.G4d Political parties and the debate over the role and influence they play in United States elections and politics.</p> <p>12.G4e Participating in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.</p>	<p>1 - Informed Individual Expression</p> <p>2 - Development of political, economic, labor, and social systems/structures, with geographic influence</p> <p>3 - Connections to current events to create relevancy</p> <p>4 - Expansion of the United States' influence and response to others</p> <p>5 - Managing internal conflict</p> <hr/> <p style="text-align: center;"><b>Essential Learning Skills</b></p> <p>1 - Analyze text or data strategically for: understanding, connections, structures, essential information, and annotation</p> <p>2 - Develop an argument or claim and support it with details and evidence</p> <p>3 - Develop, use, and align common language in Vocabulary</p> <p>4 - Organize information/See relationships, patterns/Use Models of Organization/Plan</p> <p>5 - Communicate clearly and effectively in reading, writing, speaking and listening/Collaborate</p> <p>6 - Make inferences and predictions/Summarize</p> <p>7 - Identify main idea, theme, key phrases and issues</p> <p>8 - Evaluate and Synthesize multiple sources of Information/Research</p> <p>9 - Apply background and content knowledge to skills/Demonstrate</p> <p>10 - Think critically and creatively/Strategize/Problem Solve (multi-step)</p>	
<p><b>Core Vocabulary</b>            Republic, Representation, Political Parties, Bill to Law, Philosophy, Elections, Electoral College.</p>		<p><b>Check-In</b></p> <ul style="list-style-type: none"> <li>• Bell Ringer</li> <li>• Completion of daily activities</li> <li>• Open ended questions and discussion reflection</li> <li>• Weekly Self-Assessment</li> </ul>	<p><b>Resources Required</b>  <i>ss-framework-9-12</i>  <i>Materials on Schoology</i></p>

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12.G5 PUBLIC POLICY	<p>12.G5a Levels of government and the role each branch plays.</p> <p>12.G5b Governmental branches and agencies are responsible for determining public policy while balancing a diverse power structure and societal needs.</p> <p>12.G5c Implementation, cooperation, and conflict between different levels of government regarding the creation and implementation of policy.</p> <p>12.G5d Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues from a variety of sources.</p>	<p>1 - Informed Individual Expression</p> <p>2 - Development of political, economic, labor, and social systems/structures, with geographic influence</p> <p>3 - Connections to current events to create relevancy</p> <p>4 - Expansion of the United States' influence and response to others</p> <p>5 - Managing internal conflict</p> <p style="text-align: center;"><b>Essential Learning Skills</b></p> <p>1 - Analyze text or data strategically for: understanding, connections, structures, essential information, and annotation</p> <p>2 - Develop an argument or claim and support it with details and evidence</p> <p>3 - Develop, use, and align common language in Vocabulary</p> <p>4 - Organize information/See relationships, patterns/Use Models of Organization/Plan</p> <p>5 - Communicate clearly and effectively in reading, writing, speaking and listening/Collaborate</p> <p>6 - Make inferences and predictions/Summarize</p> <p>7 - Identify main idea, theme, key phrases and issues</p> <p>8 - Evaluate and Synthesize multiple sources of Information/Research</p> <p>9 - Apply background and content knowledge to skills/Demonstrate</p> <p>10 - Think critically and creatively/Strategize/Problem Solve (multi-step)</p>	
<p><b>Core Vocabulary</b> Public Policy, Consumers, Media, Informed Citizenship, Branches of Government, Media as Watchdog, Fact-Checking.</p>		<p><b>Check-In</b></p> <ul style="list-style-type: none"> <li>• Bell Ringer</li> <li>• Completion of daily activities</li> <li>• Open ended questions and discussion reflection</li> <li>• Weekly Self-Assessment</li> </ul>	<p><b>Resources Required</b> <i>ss-framework-9-12</i> <i>Materials on Schoology</i></p>