

<b>Year-at-a-Glance</b>		
	<b>Quarter 1</b>	<b>Quarter 2</b>
<b>Focus Standards</b>	SL: 1 RHSS: 3,5 WHSS: 2	SL: 2, 5 RHSS: 8, 9 WHSS: 1
<b>Recursive Standards</b>	SL: 2-6 RHSS: 1, 2, 4, 6-10 WHSS: 1, 4-10 L: 1-6	SL: 1, 3, 4, 6 RHSS: 1-7, 10 WHSS: 2, 4-10 L: 1-6
<b>Semester Overview</b>		
<b>Unit Number</b>	<b>Unit 1</b>	<b>Unit 4</b>
<b>Unit Title</b>	<i>Purposes of Government</i>	<i>Congress</i>
<b>Unit Length</b>	3 weeks	2 weeks
	<b>Unit 2</b>	<b>Unit 5</b>
	<i>The Constitution and Federalism</i>	<i>The President</i>
	2-3 weeks	2 weeks
	<b>Unit 3</b>	<b>Unit 6</b>
	<i>Political Beliefs and Behaviors</i>	<i>The Judicial System and Civil Liberties</i>
	3 weeks	2 weeks

<b>Quarter 1</b>	
<b>Unit 1: Purposes of Government</b>	
<b>Big Idea</b>	The American democracy was founded based on many ideas and theories on good government through history and the world.
<b>Compelling Question</b>	<ul style="list-style-type: none"> <li>What ideas, philosophies and political theories influenced the founders to decide how to structure the new American Democracy?</li> </ul>
<b>CA H/SS Content Standards</b>	<ul style="list-style-type: none"> <li><b>12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.</b></li> <li>12.1.1 Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.</li> <li>12.1.3 Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”</li> <li>12.1.4 Explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the <i>Federalist Papers</i>.</li> <li>12.1.5 Describe the systems of separated and shared powers, the role of organized interests (<i>Federalist Paper Number 10</i>), checks and balances (<i>Federalist Paper Number 51</i>), the importance of an independent judiciary (<i>Federalist Paper Number 78</i>), enumerated powers, rule of law, federalism, and civilian control of the military.</li> <li><b>12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.</b></li> </ul>
<b>C3 Dimensions</b>	
<b>Dimension 1 R1 W7 SL1</b>	<ul style="list-style-type: none"> <li>D1.1.9-12 Explain how a question reflects an enduring issue in the field.</li> </ul>

<p><b>Dimension 2</b> <b>R1-10</b> <b>W7</b> <b>SL1</b> <b>L6</b></p>	<ul style="list-style-type: none"> <li>• D2.Civ.2.9-12 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.</li> <li>• D2.Civ.9.9-12 Use appropriate deliberative processes in multiple settings.</li> <li>• D2.Civ.14.9-12 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights</li> </ul>
<p><b>Dimension 3</b> <b>R1-10</b> <b>W1, 2, 7-10</b> <b>SL11</b></p>	<ul style="list-style-type: none"> <li>• D3.4.9-12 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
<p><b>Dimension 4</b> <b>R1</b> <b>W 1-8</b> <b>SL1-6</b></p>	<ul style="list-style-type: none"> <li>• D4.1.9-12 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <li>• D4.2.9-12 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose.</li> <li>• D4.4.9-12 Critique the use of claims and evidence in arguments for credibility.</li> <li>• D4.5.9-12 Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul>
<p><b>Common Assignment Template</b> (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS3 &amp; WHSS2 Prompt:</b> [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you identify key steps in ____ (text/s) description of ____ (process related to history/social studies). Support your ____ (product) with evidence from ____ (text/s). (LDC Template: IE3)</p>
<p><b>Sample Unit Assignments</b> (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected text, write an essay in which you explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a Constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers. Support your discussion with evidence from the text.</p>

<i>Suggested Texts</i>	
Primary	Secondary
<ul style="list-style-type: none"> <li>• <a href="#">“The Declaration of Independence”</a></li> <li>• <a href="#">“Second Treatise of Government”</a> by John Locke</li> <li>• <a href="#">“Leviathan”</a> by Thomas Hobbes</li> <li>• <a href="#">“1961 Inaugural Address”</a> by John F Kennedy</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">“Quotes about Power”</a></li> </ul>
Tertiary	
Magruder’s American Government, chs. 1 and 22	
<i>Quarter 1</i>	
<b>Unit 2: The Constitution and Federalism</b>	
Big Idea	The Constitution and the idea of federalism are the fundamental blueprints to how our nation’s government is constructed.
Compelling Questions (AC to choose 1)	<ul style="list-style-type: none"> <li>• How does the Constitution delegate, limit, and divide government’s power?</li> <li>• What guidelines and expectations are set forth in the Constitution as to how our government operates within the federalist system?</li> </ul>
CA H/SS Content Standards	<ul style="list-style-type: none"> <li>• 12.1.3 Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”</li> <li>• 12.1.4 Explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the <i>Federalist Papers</i>.</li> <li>• 12.1.5 Describe the systems of separated and shared powers, the role of organized interests (<i>Federalist Paper Number 10</i>), checks and balances (<i>Federalist Paper Number 51</i>), the importance of an independent judiciary (<i>Federalist Paper Number 78</i>), enumerated powers, rule of law, federalism, and civilian control of the military.</li> <li>• <b>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</b></li> <li>• 12.7.1 Explain how conflicts between levels of government and branches of government are resolved.</li> <li>• 12.7.3 Discuss reserved powers and concurrent powers of state governments.</li> <li>• 12.9.3 Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.</li> </ul>

<b><i>C3 Dimensions</i></b>	
<b>Dimension 1</b> <b>R1</b> <b>W7</b> <b>SL1</b>	<ul style="list-style-type: none"> <li>• D1.2.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> </ul>
<b>Dimension 2</b> <b>R1-10</b> <b>W7</b> <b>SL1</b> <b>L6</b>	<ul style="list-style-type: none"> <li>• D2.Civ.1.9-12 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</li> <li>• D2.Civ.3.9-12 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</li> <li>• D2.Civ.4.9-12 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</li> <li>• D2.Civ.5.9-12 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> <li>• D2.Civ.12.9-12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</li> <li>• D2.Civ.13.9-12 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</li> </ul>
<b>Dimension 3</b> <b>R1-10</b> <b>W1, 2, 7-10</b> <b>SL11</b>	<ul style="list-style-type: none"> <li>• D3.3.9-12 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> <li>• D3.4.9-12 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
<b>Dimension 4</b> <b>R1</b> <b>W 1-8</b> <b>SL1-6</b>	<ul style="list-style-type: none"> <li>• D4.2.9-12 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose.</li> <li>• D4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> <li>• D4.7.9-12 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.</li> </ul>

<p><b>Common Assignment Template</b>        (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS3 &amp; WHSS2 Prompt:</b> [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you identify key steps in ____ (text/s) description of ____ (process related to history/social studies). Support your ____ (product) with evidence from ____ (text/s). (LDC Template: IE3)</p>	
<p><b>Sample Unit Assignments</b>        (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected text, write a paragraph and create an infographic in which you explain how the conflicts between levels of government and branches of government are resolved. Support your discussion with evidence from the text.</p>	
<p><b>Suggested Texts</b></p>		
<p><b>Primary</b></p>	<p><b>Secondary</b></p>	<p><b>Tertiary</b></p>
<ul style="list-style-type: none"> <li>• “The United States Constitution”</li> <li>• <a href="#">“The Federalist Papers”</a> by Alexander Hamilton, James Madison and John Jay #1, #6, #8, #10, #21, #51 and possibly several others.</li> <li>• <a href="#">“McCulloch v. Maryland Supreme Court majority opinion”</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">“Synopsis of McCulloch v. Maryland”</a></li> <li>• <a href="#">“The Words We Live By: Your Annotated Guide to the Constitution”</a> by Linda R. Monk</li> </ul>	<ul style="list-style-type: none"> <li>• Magruder’s American Government, chs. 2-4</li> </ul>

<b>Quarter 1</b>	
<b>Unit 3: Political Beliefs and Behaviors</b>	
<b>Big Idea</b>	Citizens of the United States actively take on tremendous responsibilities and engage in political activity in a variety of ways to promote the goal of a more perfect Union.
<b>Compelling Question</b>	<ul style="list-style-type: none"> <li>In what ways can Citizens engage in civic and political activity and what motivates them to do so?</li> </ul>
<b>CA H/SS Content Standards</b>	<ul style="list-style-type: none"> <li><b>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</b></li> <li>12.2.4 Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.</li> <li>12.2.5 Describe the reciprocity between rights and obligations; that is, why enjoyment of one’s rights entails respect for the rights of others.</li> <li><b>12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.</b></li> <li><b>12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.</b></li> <li>12.6.1 Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.</li> <li>12.6.2 Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.</li> <li>12.6.3 Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.</li> <li>12.6.4 Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).</li> <li>12.6.5 Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).</li> </ul>

	<ul style="list-style-type: none"> <li>• 12.6.6 Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.</li> <li>• <b>12.8 Students evaluate and take and defend positions on the influence of the media on American political life.</b></li> <li>• 12.8.2 Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.</li> <li>• 12.8.3 Explain how public officials use the media to communicate with the citizenry and to shape public opinion.</li> <li>• <b>12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.</b></li> </ul>
<p><b><i>C3 Dimensions</i></b></p>	
<p><b>Dimension 1</b> <b>R1</b> <b>W7</b> <b>SL1</b></p>	<ul style="list-style-type: none"> <li>• D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
<p><b>Dimension 2</b> <b>R1-10</b> <b>W7</b> <b>SL1</b> <b>L6</b></p>	<ul style="list-style-type: none"> <li>• D2.Civ.2.9-12 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</li> <li>• D2.Civ.5.9-12 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> <li>• D2.Civ.7.9-12 Apply civic virtues and democratic principles when working with others.</li> <li>• D2.Civ.10.9-12 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> </ul>
<p><b>Dimension 3</b> <b>R1-10</b> <b>W1, 2, 7-10</b> <b>SL11</b></p>	<ul style="list-style-type: none"> <li>• D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>• D3.3.9-12 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> <li>• D3.4.9-12 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>



<p><b>Dimension 4</b>  <b>R1</b>  <b>W 1-8</b>  <b>SL1-6</b></p>	<ul style="list-style-type: none"> <li>• D4.1.9-12 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <li>• D4.2.9-12 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose.</li> <li>• D4.5.9-12 Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> <li>• D4.7.9-12 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.</li> </ul>	
<p><b>Common Assignment Template</b>                  (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS3 &amp; WHSS2 Prompt:</b> [Insert optional question] After (reading/researching) ____ (literary text/s and/or informational text/s on ____ content), write ____ (product) in which you identify key steps in ____ (text/s) description of ____ (process related to history/social studies). Support your ____ (product) with evidence from ____ (text/s). (LDC Template: IE3)</p>	
<p><b>Sample Unit Assignments</b>                  (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After reading the selected texts, write a speech in which you explain how public officials use the media to communicate with the citizenry and to shape public opinion. Support your discussion with evidence from the text.</p>	
<p><b>Suggested Texts</b></p>		
<p><b>Primary</b></p>	<p><b>Secondary</b></p>	<p><b>Tertiary</b></p>
<ul style="list-style-type: none"> <li>• <a href="#">Archive of Campaign commercials</a></li> <li>• <a href="#">Archive of Presidential debates</a> on video</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">“Archive of full text of presidential debates, party platforms and election documents and data”</a></li> <li>• <a href="#">“Presidential electoral data”</a></li> </ul>	<p>Magruder’s American Government, chs. 5-9</p>

	<ul style="list-style-type: none"> <li>• <a href="#">“Election polling and archive of political writings”</a></li> </ul>	
<b>Quarter 2</b>		
<b>Unit 4: Congress</b>		
<b>Big Idea</b>	Legislative powers of the U.S. Congress.	
<b>Compelling Questions</b> (AC to choose 1)	<ul style="list-style-type: none"> <li>• As the branch of the people, what obligation does Congress have to their constituents?</li> <li>• Why is it difficult for a bill to become a law?</li> </ul>	
<b>CA H/SS Content Standards</b>	<ul style="list-style-type: none"> <li>• <b>12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</b></li> <li>• 12.4.1 Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.</li> <li>• 12.4.2 Explain the process through which the Constitution can be amended.</li> <li>• 12.4.3 Identify their current representatives in the legislative branch of the national government.</li> <li>• <b>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</b></li> </ul>	
<b>C3 Dimensions</b>		
<b>Dimension 1</b> <b>R1</b>		

<p><b>W7 SL1</b></p>	<ul style="list-style-type: none"> <li>• D1.4.9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul>
<p><b>Dimension 2 R1-10 W7 SL1 L6</b></p>	<ul style="list-style-type: none"> <li>• D2.Civ.1.9-12 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</li> <li>• D2.Civ.4.9-12 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</li> <li>• D2.Civ.5.9-12 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> <li>• D2.Civ.6.9-12 Critique relationships among governments, civil societies, and economic markets.</li> <li>• D2.Civ.11.9-12 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</li> </ul>
<p><b>Dimension 3 R1-10 W1, 2, 7-10 SL11</b></p>	<ul style="list-style-type: none"> <li>• D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>• D3.2.9-12 Evaluate the credibility of a source by examining how experts value the source.</li> </ul>
<p><b>Dimension 4 R1 W 1-8 SL1-6</b></p>	<ul style="list-style-type: none"> <li>• D4.1.9-12 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <li>• D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</li> <li>• D4.4.9-12 Critique the use of claims and evidence in arguments for credibility.</li> <li>• D4.8.9-12 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>
<p><b>Common Assignment Template</b>        (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus</p>	<p><b>RHSS9 &amp; WHSS1 Prompt:</b> [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you argue _____ (content). Support your position with evidence from the text/s. (LDC Template: A4)</p>

standards using the prompt frame.)		
<b>Sample Unit Assignments</b> (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)	Why is it difficult for a bill to become a law? After reading the selected texts, write an essay in which you compare the reasons why it is difficult for a bill to become a law and argue which reason is the most significant. Support your position with evidence from the text.	
<b>Suggested Texts</b>		
<b>Primary</b>	<b>Secondary</b>	<b>Tertiary</b>
<ul style="list-style-type: none"> <li>• U.S. Constitution Article I</li> <li>• Any Legislative Bill</li> <li>• C-Span recordings of floor action in Senate/HOR</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Washington's gridlock</i>, October 3, 2011: Upfront New York Times</li> <li>• <i>Why the Democrats went nuclear: will changing the filibuster rule break Washington's gridlock or make things worse?</i> January 13, 2014 Upfront New York Times</li> <li>• <a href="http://Congresslink.org">Congresslink.org</a></li> <li>• <a href="http://HippoCampus.org">HippoCampus.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Magruder's American Government, chs. 10-12</li> <li>• We the People</li> </ul>
<b>Quarter 2</b>		
<b>Unit 5: The President</b>		
<b>Big Idea</b>	The President as Chief Executive has numerous formal and informal powers to carry out the responsibilities of the Executive branch.	

<p><b>Compelling Questions</b> (AC to choose 1)</p>	<ul style="list-style-type: none"> <li>• What powers does the President have and is the President too powerful?</li> <li>• What obstacles could Congress and the Judicial Branch confront the President with?</li> <li>• How has presidential power changed?</li> </ul>
<p><b>CA H/SS Content Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</b></li> <li>• 12.4.4 Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.</li> <li>• 12.4.6. Explain the processes of selection and confirmation of Supreme Court justices.</li> <li>• <b>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</b></li> <li>• 12.7.8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.</li> </ul>
<p><b><i>C3 Dimensions</i></b></p>	
<p><b>Dimension 1</b> <b>R1</b> <b>W7</b> <b>SL1</b></p>	<ul style="list-style-type: none"> <li>• D1.3.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul>
<p><b>Dimension 2</b> <b>R1-10</b> <b>W7</b> <b>SL1</b> <b>L6</b></p>	<ul style="list-style-type: none"> <li>• D2.Civ.1.9-12 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</li> <li>• D2.Civ.4.9-12 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</li> <li>• D2.Civ.5.9-12 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> <li>• D2.Civ.6.9-12 Critique relationships among governments, civil societies, and economic markets.</li> <li>• D2.Civ.7.9-12 Apply civic virtues and democratic principles when working with others.</li> <li>• D2.Civ.11.9-12 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</li> </ul>

<p><b>Dimension 3</b>  <b>R1-10</b>  <b>W1, 2, 7-10</b>  <b>SL11</b></p>	<ul style="list-style-type: none"> <li>• D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>• D3.4.9-12 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>
<p><b>Dimension 4</b>  <b>R1</b>  <b>W 1-8</b>  <b>SL1-6</b></p>	<ul style="list-style-type: none"> <li>• D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</li> <li>• D4.4.9-12 Critique the use of claims and evidence in arguments for credibility.</li> <li>• D4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> <li>• D4.7.9-12 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.</li> <li>• D4.8.9-12 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>
<p><b>Common Assignment Template</b>          (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS9 &amp; WHSS1 Prompt:</b> [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you argue _____ (content). Support your position with evidence from the text/s. (LDC Template: A4)</p>
<p><b>Sample Unit Assignments</b>          (In every unit students may engage in a variety of tasks or assignments that show evidence of the standards.)</p>	<p>After researching your assigned President, write a 500 word article in which you compare the different reasons why your President achieved success during his term and argue which success was the most significant. Support your position with evidence from the text.</p>

<b>Suggested Texts</b>	
<b>Primary</b>	<b>Secondary</b>
<ul style="list-style-type: none"> <li>• <a href="#">U.S. Constitution Article II</a></li> <li>• <a href="#">America Declares War on Japan: President Roosevelt Speech</a> (video)</li> <li>• <a href="#">President Bush Declares War on Terror: September 20, 2001</a> (video)</li> <li>• <a href="#">The American President Project</a></li> <li>• <a href="#">Federalist Paper #70</a></li> </ul>	<ul style="list-style-type: none"> <li>• Upfront New York Times: Washington’s gridlock</li> <li>• Upfront New York Times: War Powers</li> <li>• <a href="#">Scholastic Magazine</a></li> <li>• <a href="#">National Constitution Center</a></li> </ul>
	<b>Tertiary</b>
	<ul style="list-style-type: none"> <li>• Magruder’s American Government, chs. 13-15</li> <li>• We the People</li> </ul>
<b>Quarter 2</b>	
<b>Unit 6: The Judicial System and Civil Liberties</b>	
<b>Big Idea</b>	Federal courts and the Supreme Court’s power to interpret the Constitution.
<b>Compelling Questions</b> (AC to choose 1)	<ul style="list-style-type: none"> <li>• How does the Supreme Court exercise its judicial power as interpreting the Constitution?</li> <li>• What role do the courts play in settling legal disputes?</li> <li>• How and why are the people affected by Supreme Court rulings?</li> <li>• How should the Constitution be interpreted?</li> </ul>
<b>CA H/SS Content Standards</b>	<ul style="list-style-type: none"> <li>• <b>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</b></li> <li>• <b>12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</b></li> <li>• 12.4.5 Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.</li> <li>• 12.4.6. Explain the processes of selection and confirmation of Supreme Court justices.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.</b></li> <li>• 12.5.1 Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.</li> <li>• 12.5.2 Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).</li> <li>• 12.2.3 Evaluate the effects of the Court’s interpretations of the Constitution in <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>United States v. Nixon</i>, with emphasis on the arguments espoused by each side in these cases.</li> <li>• 12.5.4. Explain the controversies that have resulted over changing interpretations of civil rights, including those in <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Miranda v. Arizona</i>, <i>Regents of the University of California v. Bakke</i>, <i>Adarand Constructors, Inc. v. Pena</i>, and <i>United States v. Virginia</i> (VMI).</li> </ul>
<p><b>C3 Dimensions</b></p>	
<p><b>Dimension 1</b>  <b>R1</b>  <b>W7</b>  <b>SL1</b></p>	<ul style="list-style-type: none"> <li>• D1.3.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> <li>• D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>
<p><b>Dimension 2</b>  <b>R1-10</b>  <b>W7</b>  <b>SL1</b>  <b>L6</b></p>	<ul style="list-style-type: none"> <li>• D2.Civ.1.9-12 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</li> <li>• D2.Civ.4.9-12 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</li> <li>• D2.Civ.5.9-12 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> <li>• D2.Civ.6.9-12 Critique relationships among governments, civil societies, and economic markets.</li> <li>• D2.Civ.8.9-12 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</li> <li>• D2.Civ.10.9-12 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> </ul>
<p><b>Dimension 3</b></p>	



<p><b>R1-10</b>  <b>W1, 2, 7-10</b>  <b>SL11</b></p>	<ul style="list-style-type: none"> <li>• D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>• D3.3.9-12 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>
<p><b>Dimension 4</b>  <b>R1</b>  <b>W 1-8</b>  <b>SL1-6</b></p>	<ul style="list-style-type: none"> <li>• D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</li> <li>• D4.4.9-12 Critique the use of claims and evidence in arguments for credibility.</li> <li>• D4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> <li>• D4.7.9-12 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.</li> <li>• D4.8.9-12 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>
<p><b>Common Assignment Template</b>          (Every AC must develop a minimum of one common assignment in a quarter that addresses the two bolded focus standards using the prompt frame.)</p>	<p><b>RHSS9 &amp; WHSS1 Prompt:</b> [Insert optional question] After (reading/researching) _____ (literary text/s and/or informational text/s on _____ content), write _____ (product) in which you argue _____ (content). Support your position with evidence from the text/s. (LDC Template: A4)</p>
<p><b>Sample Unit Assignments</b>          (In every unit students may engage in a variety of tasks</p>	<p>After reading the selected texts on your chosen Supreme Court landmark case, write a report in which you compare the positions of the defendant and the plaintiff and argue which side of the dispute presented the most effective argument. Support your position with evidence from the text.</p>

<p>or assignments that show evidence of the standards.)</p>		
<p><b>Suggested Texts</b></p>		
<p><b>Primary</b></p>	<p><b>Secondary</b></p>	<p><b>Tertiary</b></p>
<ul style="list-style-type: none"> <li>• Constitution Article III</li> <li>• Bill of Rights</li> <li>• 14th Amendment</li> <li>• <i>Marbury v. Madison</i></li> <li>• <i>Gideon v. Wainwright</i></li> <li>• <i>Miranda v. Arizona</i></li> <li>• Any Landmark Supreme Court case regarding Civil rights or liberties</li> <li>• <a href="#">The Oyez Project</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Marbury v. Madison</a></li> <li>• Video: Gideon's Trumpet</li> <li>• <a href="#">Students and the Supreme Court: A Lexicon of Laws</a></li> <li>• <a href="#">The Supreme Court</a> (video)</li> </ul>	<ul style="list-style-type: none"> <li>• Magruder's American Government, chs. 18-21 We the People</li> </ul>

<b>C3 Framework Inquiry Arc</b>			
<b>Dimension 1 Developing Questions and Planning Inquiries</b>	<b>Dimension 2 Applying Disciplinary Tools and Concepts</b>	<b>Dimension 3 Evaluating Sources and Using Evidence</b>	<b>Dimension 4 Communicating Conclusions and Taking Informed Action</b>
<b>Developing Questions and Planning Inquiries</b> <ul style="list-style-type: none"> <li>Constructing Compelling Questions</li> <li>Constructing Supporting Questions</li> <li>Determining Helpful Sources</li> </ul>	<b>Civics</b> <ul style="list-style-type: none"> <li>Civic and Political Institutions</li> <li>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</li> <li>Process, Rules, and Laws</li> </ul>	<b>Gathering and Evaluating Sources</b>	<b>Communicating and Critiquing Conclusions</b> <ul style="list-style-type: none"> <li>Communicating Conclusions</li> <li>Critiquing Conclusions</li> </ul>
	<b>Economics</b> <ul style="list-style-type: none"> <li>Economic Decision Making</li> <li>Exchange and Markets</li> <li>The National Economy</li> <li>The Global Economy</li> </ul>		
	<b>Geography</b> <ul style="list-style-type: none"> <li>Geographic Representations: Spatial Views of the World</li> <li>Human-Environment Interactions: Places, Regions, and Culture</li> <li>Human Population: Spatial Patterns and Movements</li> <li>Global Interconnections: Changing Spatial Patterns</li> </ul>	<b>Developing Claims and Using Evidence</b>	<b>Taking Informed Action</b>
	<b>History</b>		

	<ul style="list-style-type: none"> <li>• Change, Continuity, and Context</li> <li>• Perspectives</li> <li>• Historical Sources and Evidence</li> <li>• Causation and Argumentation</li> </ul>		
<b>Expanded C3 Inquiry Arc</b>			
<b>Dimension 1 Developing Questions and Planning Inquiries</b>	<b>Dimension 2 Applying Disciplinary Tools and Concepts</b>	<b>Dimension 3 Evaluating Sources and Using Evidence</b>	<b>Dimension 4 Communicating Conclusions and Taking Informed Action</b>
<p>Questions are the starting point for inquiry and come in two forms: compelling and supporting. Compelling questions focus on enduring issues and concerns while supporting questions focus on descriptions, definitions and processes. Students develop inquiry by determining the data sources needed to answer both forms of questions.  <i>Adapted from the C3 Framework</i></p>	<p>Each discipline offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. This dimension focuses on the concepts and tools students need to develop a deep and enduring understanding of the disciplinary ideas.  <i>Adapted from the C3 Framework</i></p>	<p>Students need to analyze information and come to conclusions in an inquiry. Through the rigorous analysis and evaluation of sources, students make evidence-based claims that will form the basis for their conclusions.  <i>Adapted from the C3 Framework</i></p>	<p>Dimension 4 provides an opportunity for students to formalize their conclusions and represent their ideas in a variety of forms. Students collaborate with others as they communicate and critique their conclusions in public venues. Civic engagement serves as both a means of learning and applying social studies knowledge.  <i>Adapted from the C3 Framework</i></p>
<b>Anchor Standards</b>	<b>Anchor Standards</b>	<b>Anchor Standards</b>	<b>Anchor Standards</b>
R1, W7, SL1	R1-10, W7, SL1, L6	R1-10, W1, 2, 7-10, SL1	R1, W1-8, SL1-6
<b>Grade Band Indicators</b>	<b>Grade Band Indicators</b>	<b>Grade Band Indicators</b>	<b>Grade Band Indicators</b>
<ul style="list-style-type: none"> <li>• D1.1.9-12 Explain how a question reflects an enduring issue in the field.</li> </ul>	<ul style="list-style-type: none"> <li>• D2.Civ.1.9-12 Distinguish the powers and responsibilities of local, state, tribal, national, and</li> </ul>	<ul style="list-style-type: none"> <li>• D3.1.9-12 Gather relevant information from multiple sources representing a</li> </ul>	<ul style="list-style-type: none"> <li>• D4.1.9-12 Construct arguments using precise and knowledgeable claims, with</li> </ul>

<ul style="list-style-type: none"> <li>• D1.2.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> <li>• D1.3.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> <li>• D1.4.9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> <li>• D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>	<p>international civic and political institutions.</p> <ul style="list-style-type: none"> <li>• D2.Civ.2.9-12 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</li> <li>• D2.Civ.3.9-12 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</li> <li>• D2.Civ.4.9-12 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</li> <li>• D2.Civ.5.9-12 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</li> <li>• D2.Civ.6.9-12 Critique relationships among governments, civil societies, and economic markets.</li> <li>• D2.Civ.7.9-12 Apply civic virtues and democratic principles when working with others.</li> <li>• D2.Civ.8.9-12 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</li> </ul>	<p>wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <ul style="list-style-type: none"> <li>• D3.2.9-12 Evaluate the credibility of a source by examining how experts value the source.</li> <li>• D3.3.9-12 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> <li>• D3.4.9-12 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>	<p>evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <ul style="list-style-type: none"> <li>• D4.2.9-12 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose.</li> <li>• D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</li> <li>• D4.4.9-12 Critique the use of claims and evidence in arguments for credibility.</li> <li>• D4.5.9-12 Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> <li>• D4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those</li> </ul>
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	<ul style="list-style-type: none"> <li>• D2.Civ.9.9-12 Use appropriate deliberative processes in multiple settings.</li> <li>• D2.Civ.10.9-12 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> <li>• D2.Civ.11.9-12 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</li> <li>• D2.Civ.12.9-12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</li> <li>• D2.Civ.13.9-12 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</li> <li>• D2.Civ.14.9-12 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul> <p><i>Teachers are encouraged to use indicators from the history, economics, and geography disciplinary sections when appropriate.</i></p>		<p>trying to address these problems over time and place.</p> <ul style="list-style-type: none"> <li>• D4.7.9-12 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.</li> <li>• D4.8.9-12 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul>
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**Definitions**

- **What is a big idea?**  
A big idea is an abstract and transferable concept, theme or process at the heart of a subject or topic. (Wiggins and McTighe)
- **What is a compelling question?**  
“Compelling questions address problems and issues found in and across the academic disciplines that make up social studies. They require students to apply disciplinary concepts and to construct arguments and interpretations. Compelling questions often emerge from the interests of students and their curiosity about how things work, but they are also grounded in curriculum and content with which students might have little experience.” C3 Glossary
- **What is a supporting question?**  
“Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance claims of understanding in response.” C3 Glossary
- **What are California History/Social Science Content Standards?**  
The California History/Social Science Content Standards provide the grade level or subject matter specific knowledge, concepts, and skills that students should acquire at each grade level. California H/SS teachers are required to teach to these content standards.
- **What are C3 Indicators?**  
Each of the Four Dimensions has subsections or categories. Those subsections are broken down into indicators that suggest how students might develop proficiency for a particular skill or concept according to their grade band. Adapted from C3 page 13

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