



Government
11th-12th Grade

Curriculum Committee Members

Stephani Durant, West High School
Terry Farrar, East High School
Amanda Golby, West High School
Risa Schoene, Opportunity Center
Colleen Beckerle, Interim Social Science Curriculum Coordinator

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TABLE OF CONTENTS

Government

Hazelwood School District Mission Statement	3
Hazelwood School District Vision Statement.....	3
Hazelwood School District Goals	3
Curriculum Overview	4
Course Overview.....	5
Recommended Pacing Guide	5
Unit 1.....	9
Unit 2.....	114
Unit 3.....	320

Hazelwood School District

Mission Statement

In a culture of **high expectation** and **excellence**, our students will become lifelong learners equipped with 21st Century skills for success as global citizens.

Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

Goals

Goal 1 – Improve Student Achievement

Goal 2 – Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 – Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

Curriculum Overview

Current State End of Course (EOC) assessment scores for social studies indicate a need for strengthening social studies instruction at all levels. While Hazelwood scores have risen since the 2011-2012 school year, in 2018 the state scores show 12.8% more students scoring proficient statewide than Hazelwood students (52.7 % compared to 65.5 %).

The curriculum committee researched best practices in social studies education prior to writing the new curriculum; therefore, the new curriculum is designed to enhance the rigor of the social studies disciplines and to build critical thinking, problem solving, and participatory skills allowing students to become engaged citizens. The new curriculum is a melding of the new Missouri Learning Standards (adopted in May of 2016) and the College, Career, and Civic Life (C3) Framework for Social Studies Standards developed by the National Council for the Social Studies, in partnership with the National Center for Literacy Education (NCLE). The College, Career, and Civic Life (C3) Framework is driven by the following shared principles about high quality social studies education:

- Social studies prepares the nation’s young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to Standards for English Language Arts.

NCSS, 2010

In addition to the increased rigor and critical thinking skills of the C3 Framework, the curriculum is aligned to the 2016 Missouri Learning Standards. The curriculum meets all of the state and district requirements for research, technology, literacy, gender equality, English Learners, racial equality, and disability awareness. The curriculum contains required assessments and suggested learning activities. Teachers are encouraged to select activities reflecting the needs and abilities of their students.

COURSE TITLE: Government

GRADE LEVEL: 11th-12th

CONTENT AREA: Social Studies

Course Description:

Students will study the foundations of American government and examine the Constitution. They will identify the powers of each branch, critique their roles, analyze types of political views, and interpret the Bill of Rights. Students will examine local, state, and federal governments as well as current issues. Students will examine their role in the government and analyze the rights and responsibilities of citizens and the government. Students will examine economic concepts, evaluate their effects on citizens and compare how the United States economy affects and is affected by the world economy. Students will use reading and writing strategies in the content area, use research and information skills, and actively engage in evaluation, analysis and synthesis of government and economics. (Missouri Department of Elementary and Secondary Education, <https://dese.mo.gov/>)

Course Rationale:

Social studies creates students who learn skills ranging from reading a map to framing an argument, and it teaches students to assess the validity of evidence, evaluate conflicting points of view and apply facts in order to make decisions and articulate compelling arguments. These real world skills enable students to become critical thinkers, independent learners, problem solvers, and effective communicators so that they will be able to acquire information, an understanding of cultural diversity, and the skills necessary to become full participants in our democratic society.

Course Scope and Sequence

Unit 1:	Unit 2:	Unit 3:
Historical Foundations	Structure of Government	Government in Action
12 class periods	12 class periods	12 class periods

Course Materials and Resources

- McGraw-Hill. *United States Government: Our Democracy*.2018. Authors: Remy, Ritchie, Arbetman, Scott, and Hanson (ISBN 9780076681136 UNITED STATES GOVERNMENT Print STUDENT EDITION)
- Brady, C. & Roden, P.(2013). Mini Qs in Civics. Evanston, IL: The DBQ Project.

Unit Objectives

Unit 1:

Students will be able to:

1. Trace the evolution of government in the English colonies to explain American colonists' expectations for self-rule.
2. Analyze how geography of North America influenced the governmental systems which developed there.
3. Analyze the relationship between of the geography of the original 13 colonies and the formation of United States government.
4. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.
5. Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals.
6. Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purposes and legacy of the Declaration of Independence.
7. Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule.
8. Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.
9. Create and use tools to analyze a chronological sequence of events related to a study of government.
10. Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups and societies.
11. Analyze how the codification of law impacted early civilizations and shaped enduring concepts of government, law, and social order.
12. Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures.
13. Describe the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government.
14. Analyze the varying perspectives of individuals and groups to explain emerging divisions and political philosophies as the United States was founded.
15. Examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments.

Unit 2:

Students will be able to:

1. Explain how the central debates of the Constitutional Convention were resolved.
2. Explain how concerns over a strong central government were addressed to provide for ratification of the Constitution.
3. Using a government lens, describe how people's' perspectives shaped the sources/artifacts they created.

4. Compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.
5. Explain connections between historical context and people's perspectives about government at the time.
6. Analyze the changing relationship between state and federal governmental powers.
7. Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.
8. Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.
9. Describe and give examples of how the constitutional principle of checks and balances limits the powers of government and leaders.
10. Trace the significant changes in roles, powers and size of the three branches of government.
11. Trace the changing power relationships between branches of the United States government over time.
12. Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.
13. Compare the structure and functions of local, state and federal governments.
14. Analyze the varying perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.
15. Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.
16. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and governments.

Unit 3:

Students will be able to:

1. Explain the powers and responsibilities of citizens and institutions to address and solve problems.
2. Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.
3. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue.
4. Explain a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.
5. Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.
6. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.
7. Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.

8. Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources.
9. Evaluate the role and influence of contemporary political parties on government.
10. Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level.
11. Analyze state and federal electoral results to determine the influence of social, regional and demographic characteristics.
12. Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good.
13. Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.
14. Evaluate factors that shape public opinion on elections and policy issues.
15. Analyze the changing roles of government in the economy throughout United States history.
16. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and governments.

Essential Terminology/Vocabulary

Unit 1:

Amendment, Anti-Federalist, Articles of Confederation, capitalism, Constitution, Declaration of Independence, due process of law, enumerated powers, federalism, habeas corpus, implied powers, Laissez-Faire, mixed economies, monetary policy, natural law, popular sovereignty, Preamble, public good, ratification, representation, rule of law, social contract, socialism, the enlightenment, The Federalist Papers

Unit 2:

Anti-federalist, Bill of Rights, cabinet, budget, commerce clause, concurrent powers, Connecticut Compromise, Constitutional Convention, elastic clause, exclusive powers, executive branch, federalism, Federalist, judicial activism, judicial branch, judicial restraint, judicial review, legislative branch, New Jersey Plan, nullification, representation, reserved powers, Supremacy Clause, Three-Fifths Compromise, Virginia Plan

Unit 3:

Civic duty, civic responsibility, political party, special interest group, revenue, fiscal policy, taxation