

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025. **By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The plan ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students and across content areas. Destination 2025, the Comprehensive Literacy Improvement Plan, and TN State Standards establish common goals and expectations for student learning across schools and are the underpinning for the development of the curriculum frameworks/maps.

Purpose - This curriculum framework or map is meant to help teachers and their support providers (e.g., coaches, leaders) on their path to effective, college and career ready (CCR) aligned instruction and our pursuit of Destination 2025. It is a resource for organizing instruction around the TN State Standards, which define what to teach and what students need to learn at each grade level. The framework is designed to reinforce the grade/course-specific standards and content—the major work of the grade (scope)—and provides a *suggested* sequencing and pacing and time frames, aligned resources—including complex texts, sample questions and tasks, and other planning tools. Our hope is that by curating and organizing a variety of standards-aligned resources, teachers will be able to spend less time wondering what to teach and searching for quality materials (though they may both select from and/or supplement those included here) and have more time to plan, teach, assess, and reflect with colleagues to continuously improve practice and best meet the needs of their students.

The map is meant to support effective planning and instruction to rigorous standards; it is *not* meant to replace teacher planning or prescribe pacing or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. Teachers who are knowledgeable about and intentionally align the learning target (standards and objectives), topic, text(s), task, topic, and needs (and assessment) of the learners are best-positioned to make decisions about how to support student learning toward such mastery. Teachers are therefore expected—with the support of their colleagues, coaches, leaders, and other support providers—to exercise their professional judgement aligned to our shared vision of effective instruction, the Teacher Effectiveness Measure (TEM) and related best practices. However, while the framework allows for flexibility and encourages each teacher/teacher team to make it their own, our expectations for student learning are non-negotiable. We must ensure all of our children have access to rigor—high-quality teaching and learning to grade level specific standards, including purposeful support of literacy and language learning across the content areas. It is essential for students to strategically leverage their literacy skills to comprehend informational texts and explicitly demonstrate competence in thinking, reading, writing, and communicating.

Integration of literacy skills is critical for student success in post-secondary education and to prepare students, teachers must regularly engage students with:

- (1) Regular practice with complex text and vocabulary.
- (2) Reading, writing, and speaking grounded in evidence from texts.
- (3) Using literacy skills to gain knowledge and demonstrate competence in rigorous activities and tasks.

Effective Social Studies instruction should model and teach students to effectively manage and analyze information using literacy skills and strategies. This requires consistent demonstration and practice of how to use literacy skills with Social Studies content. Document–Based Questions (DBQs) and Text Dependent Questions (TDQs) are included in the suggested activities throughout this document. “Best Practice” requires student to regularly engage with challenging texts and requires students to substantiate their answers using evidence taken from the text/passage.

“The implementation of Common Core State Standards is a full-school endeavor, not just a project for math and ELA teachers. The Common Core State Standards, in addition to the English Language Arts (ELA) Standards, includes Literacy (reading and writing) standards for the “specialized disciplines” of history, social studies, science, and technical subjects for grades 6-12. Teachers of all grades and subjects can integrate math and literacy skills and activities into their disciplines in order to harness the power of the Common Core to improve student learning across the board.”

Source: TN Core

http://www.tncurriculumcenter.org/social_studies

To support literacy and language learning across the content areas and support deeper knowledge building in the content area, throughout this curriculum map, you will see high-quality texts from both the textbook(s) and external/supplemental texts to ensure students are reading appropriately complex, worthwhile material. These texts have been evaluated by district staff to ensure that they meet criteria for text complexity--Quantitative, Qualitative, and Reader & Task Factors. Lexile Levels are listed on the Curriculum Maps, and additional information is cited, where available.

Common Scale for Band Level Text Difficulty Ranges

Common Core Bands

Text-Analyzer Tools

	ATOS	DRP	FK	Lexile	SR	RM
2nd–3rd	2.75–5.14	42–54	1.98–5.34	420–820	0.05–2.48	3.53–6.13
4th–5th	4.97–7.03	52–60	4.51–7.73	740–1010	0.84–5.75	5.42–7.92
6th–8th	7.00–9.98	57–67	6.51–10.34	925–1185	4.11–10.66	7.04–9.57
9th–10th	9.67–12.01	62–72	8.32–12.12	1050–1335	9.02–13.93	8.41–10.81
11th–CCR	11.20–14.10	67–74	10.34–14.2	1185–1385	12.30–14.50	9.57–12.00

Key

ATOS: ATOS (Renaissance Learning); **DRP:** Degrees of Reading Power (Questar); **FK:** Flesch Kincaid (public domain, no mass analyzer tool available); **Lexile:** Lexile Framework (MetaMetrics); **SR:** Source Rater (ETS); **RM:** Pearson Reading Maturity Metric (Pearson Education)

What is a DBQ/TDQ?

Document-Based Questions (DBQs) and Text-Dependent Questions (TDQs) are for all students, from elementary school through high school. They are a type of authentic assessment and a way for students to interact with historical records and information.

DBQs/TDQs, may not only be in the form of an actual question, but rather in the form of tasks or activities that requires students to read, analyze, gather information, complete scaffolding responses, assimilate or synthesize information from the listed resources, text or documents.

Throughout this map, the suggested activities are designed to help students gain strength in content knowledge and to provide opportunities at high levels of thinking as they develop life skills.

*If hyperlinks in this document are not active due to digital translation issues, the user should copy and paste the link into the address bar of a web browser such as *Google Chrome* or *Mozilla Firefox*.

Using the WIDA MPis

WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards. By referencing the provided MPIs and those MPIs within the given links, teachers can craft "I can" statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.

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WIDA

https://www.wida.us/standards/ELP_standardlookup.aspx

Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.

Example: Reading 9-12 Behavior of individuals & groups				
Entering: Locate visually supported information on social issues (e.g., from photographs, headlines, and bylines in newspapers, magazines, or on the Internet)	Beginning: Locate visually supported information on social issues (e.g., in newspaper, magazine, or website articles)	Developing: Compare and contrast visually supported information on social issues or inequities from various news sources	Expanding: Interpret visually supported information on social issues or inequities from various news sources	Bridging: Evaluate authenticity of information on social issues or inequities from various news sources
Example: Speaking 9-12 Social issues & inequities				
Entering: Name major social issues or inequities depicted in illustrations (e.g., war)	Beginning: Characterize major social issues or inequities depicted in illustrations (e.g., slavery)	Developing: Give examples or descriptions of social issues or inequities depicted in illustrations or political cartoons	Expanding: Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives	Bridging: Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives

Framework Contents:

Introduction – Purpose, Vision, Best Practices for Instruction and using the framework to plan effective units and lessons. (Note: Effective lesson planning is intentionally situated in larger themes/units to better develop students conceptual understanding and development of mastery of standards over time.)

WIDA – Instructional modifications for ESL—in English as a Second Language classrooms, in all classrooms with English language learners, and as needed to support *any* student with limited language development and/or non-standard English

Vocabulary – Instructional suggestions to support both explicit vocabulary instruction and reinforce incidental learning.

Pacing Guide – A *recommended* scope, sequence, and pacing of content, including “Big Ideas.”

Anchor Texts-Topic-specific complex texts, with Lexile levels indicated as available (Note: Teachers should carefully review texts to understand and plan for the demands/challenges learners might be expect to face, deliberately model specific literacy skills—including reading fluency, leverage student annotations, and carefully sequence text-dependent questions leading to higher order thinking.

TN State Recommended Readings/Texts/Passages – Readings recommended by the State.

State Standards - Tennessee State Social Studies Standards.

Big Ideas, Guiding Questions – Suggestions for lesson focus.

Vocabulary – Content Vocabulary (Tier 3) words/concepts that appear in Social Studies Domain and are important to student understanding, Academic Vocabulary (Tier 2), high-leverage words that appear across content domains.

Suggested Activities – Suggested Tasks, DBQs, TDQs, assignments and projects for use in planning lessons with literacy connections. **(Coded in green)**

Resources – Links to additional resources & Daily Lesson Plan sample

Note:

Vocabulary Instruction

Effective vocabulary development occurs both incidentally and through explicit instruction. Mastery requires daily immersion in word-rich environments, while teaching and modeling word learning strategies—from the use of context clues and concept maps (to connect related ideas) to understanding the nuance of words: origin, root, and/or affixes. In all content areas, terms should be integrated into tasks and reinforced over time and across contexts.

Basic Vocabulary (Tier 1) - Words that commonly appear in spoken language and are heard frequently in numerous contexts. Tier 1 words rarely require explicit instruction. (Ex: write, read and gather)

Academic Vocabulary (Tier 2) - High frequency words used across content areas. (Ex: expose, establish and verify.) Tier Two words are general academic words and appear in all sorts of texts: informational, technical, and literary texts. Explicit instruction of the Tier 2 academic words, typically occurs within the context of the text is required in order for students to know and use these words. Tier Two words often represent precise ways to say relatively simple things (Ex: “saunter” vs. “walk”). (For more information consult the *BUSD Grade Level Academic Vocabulary*, http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf).

Content Vocabulary (Tier 3) - Words are used in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and are an integral part of content instruction. (Ex: lynching, abolitionist, slavery) Tier Three words are what the standards refer to as “domain-specific” words are specific to a particular field of study (Ex: legislature, Angora, slavery) and key to understanding a new concept within a text. These words are often explicitly defined by the text, repeatedly used, and heavily front-loaded by the teacher.

Teaching Vocabulary for Mastery...

Vocabulary mastery means that students know and use the words accurately without hesitation. This requires explicit instruction: practice, review, and deep processing. Instruction must be cumulative; teachers must integrate the terms into complex tasks and require them to be used when discussing/using text. For an example of integrating explicit teaching of vocabulary strategies, watch this [video](#) of an 11th grade US History teacher using the close reading strategy for explicit use of academic vocabulary.

Here is another resource to provide support for vocabulary instruction, <http://www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger>

1. Create an interactive vocabulary wall.....use the following prompts when discussing with students.
2. Oral Discourse- develop a balance in student talk and teacher talk to promote meaningful language learning opportunities.
3. Vocabulary Journals - Students can revisit and add to their entries as their understandings develop.
4. Concept Sort - identify the key vocabulary terms of an overarching concept or topic.
5. Provide a student-friendly definition of the word and students suggest synonyms or antonyms for the word.
7. Use the new word on multiple occasions and in multiple contexts (e.g., sentence starters, games, student writing).
9. Use the new words in context of the lesson.
8. Provide questions that contain the new word; so, students must process its meaning in multiple ways.

U.S. Government and Civics
Pacing Guide

U.S. Government and Civics Pacing Guide

Suggested Time	Quarter 1 / Quarter 3	Suggested Time	Quarter 2 / Quart 4
Weeks 1-3	Principals of Government Big Ideas: The United States government affects the lives of each and every individual in our country at any given time.	Week 1	Influence of the Media Big Idea: The Media has held a major voice in politics for a long time.
Weeks 4-5	Branches of Government Big Idea: When our Founding Fathers created the United States Constitution, they did so with the notion that no one individual should have too much power.	Week 2	Rights and Responsibilities of Citizens Big Idea: The rights and responsibilities of being a United States citizen include, but are not limited to freedom of speech, defending the Constitution, and the right to worship the religion of one's choosing
Weeks 6-7	The Supreme Court and the Constitution Big Idea: In its wisdom, the United States Supreme Court is charged with the ultimate duty of interpreting the United States Constitution.	Week 3	Fundamentals of a Free Society Big Idea: In the United States, the general population has the opportunity to engage in a world that is based on various core fundamental values.
Week 8	Federal Powers Big Idea: Federalism is the idea that a federal government operates when all the powers of the government are divided among a central government and several local governments.	Weeks 4-5	Civil Rights Big Idea: The Oxford Dictionary defines civil rights as: the rights of citizens to political and social freedom and equality.
Week 9	The Election and the Political Process Big Idea: Elections are operated under the direction of the states with varying limits.	Weeks 6-7	The Federal Government and the Economy Big Idea: The government's role in the economy is to help correct market failures, or situations where private markets cannot maximize value that they could create for society.
		Week 8	Tennessee State and Local Government Big Idea: Journey to Tennessee, it is the home to a diverse and rich history steeped in tradition.
		Week 9	Civic Engagement Big Idea: Civic participation is the right of the people to come together to be a collective force for change.

* Please note that these time frames are suggested/estimated times. Actual class instruction may vary due to schedule complications, remediation efforts or other factors.

Influence of the Media

Week 1

Textbook: Magruder’s American Government and Civics by William A. McClenaghan

Primary Documents and Supporting Texts to Consider:

The Declaration of Independence, 1776 Lexile – 1350L <http://www.ushistory.org/declaration/document/>

Gettysburg Address, 1863 Lexile – 1340L <http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm>;

“Four Freedoms” speech, Franklin Roosevelt; Inaugural Address 1961, John Kennedy; “A Time for Choosing,” 1964 speech, Ronald Reagan.

TN State Social Studies Standards

Big Ideas, Questions & Vocabulary

Suggested Activities and Resources

GC.32 Cite textual evidence to defend a point of view about the meaning and importance of a free and responsible press. (P)

Students will examine in depth how public opinion is formed and measured, and understand the media’s influence on public opinion.

***The Daily Analysis**-TLW analyze various formats of primary sources on a daily basis in an effort to strengthen their core reading, writing and critiquing skills in preparation for TNReady and various other testing component requirements as a means of implementing rigor in the classroom. As these primary sources are highlighted in the Lesson Plans, the page numbers, corresponding assessment and a letter mark will serve to identify which of each will be utilized for the day’s activity. The letter marks for the primary sources are C= Chart, D=Document, I=Image, P=Political Cartoon, and M=Media (where applicable and a class projector is an option, please play the available corresponding class video feature). Each Daily Analysis Format has a form that students should label and complete on their own paper with the exception of the charts and media presentations where applicable.

GC.32 What is the role of the free press in a democracy?

GC.32 Can the idea of a “free press” be considered a fundamental right?

Day one students will read the Declaration of Independence, 1776 Lexile – 1350L <http://www.ushistory.org/declaration/document/>

Day two – students will do a 2nd reading focused on the text specific questions: What is the statement of purpose through the long list of specific grievances that drove the Founders to declare independence? Students will read the declaration noting terms and the grievances mentioned. This will occur on the second reading of this document.

Day three – Groups will read the document again and complete Achieve The Core close read lesson found here:

<http://achievethecore.org/search?q=declarationof+independence>
Entitled “Building Historical BackGround”

Have student read:

The Gettysburg Address, 1863 Lexile – 1340L

<http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm>

and use the complete the close read lesson found here:

<http://achievethecore.org/page/2408/building-historical-background-knowledge-the-road-to-revolution-1754-1776-two-units>

The Four Freedoms Speech Close read lesson from 'Achieve /the core

<http://achievethecore.org/search?q=four+freedoms+speech>

Textbook References: Chapter 8: Mass Media and Public Opinion

Literacy RH.11-12.6

Lesson Review Questions:

Textbook Visuals: Top Issues for the 2012 Presidential Election p. 215, What Influences Our Opinions? p. 217, Using Public Opinion p. 221, The Effect of Poll Wording on Reliability? p. 223, Evaluating Polls p. 225, Conducting a Poll p. 227.

Chapter 8: Mass Media and Public Opinion: Complete Chapter 8's Sections Assessments, Chapter Assessment, and DBQs Assessment pp. 238-239 Literacy RH.11-12.6

Suggested Activities

GC.32 Students will complete the iCivics—The Role of Media module. Literacy RH.11-12.1,

GC.32 Have students to watch Future Fright: Losing the Bill of Rights. After viewing the feature, students will analyze how our country would be affected without freedom of the press. Literacy RH.11-12.1, RH.11-12.6, RH.11-12.7

GC.32 Students will create a chart that lists news organizations by group i.e. – print, television, radio, internet, etc. After completing their charts, have students to assign the news organizations their leanings such as liberal, moderate or conservative. [Literacy RH.11-12.1, RH.11-12.5](#)

GC.32 Read, Write & Interpret: Textbook p.C6-C7 **Extend the Reading: Extend The Lesson: Summer Homework!** For homework have students to separate the class into three groups, with one group representing television, one newspapers, and one news magazines. Choose a story currently receiving broad media coverage and ask one group to watch coverage on three television news programs, one to read coverage in three different newspapers, and one to read coverage in three different news magazines. As a group, have students compare coverage in the various media.

Critical Thinking Skill – What might happen to the influence of the media if the 1st Amendment guarantee of freedom of the press were to be repealed? This item must be answered in one complete paragraph each with a minimum of five sentences per paragraph.

The Daily Analysis- *Please see Daily Analysis Explanation in Weekly Pacing Guide*

- Spin, **P: p. 218**
- The Effect of Poll Wording on Reliability, **C: p. 223**

Critical Thinking Skill – What do you think most Americans believe about the following issues? Each item must be answered in one complete paragraph each with a minimum of five sentences per paragraph.

- health insurance for all
- prayer in school
- the death penalty

Thinking Critically – What are the benefits and drawbacks of releasing to the public the results of public opinion polls on upcoming elections? How

		<p>has public opinion affected the current Presidential Election? Literacy RH.11-12.1, RH.11-12.2, RH.11-12.5 RH.11-12.7</p>
<p>GC.33 Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics. (P)</p>	<p>GC.33 What is the role of media in forming public opinion?</p>	<p>GC.33 Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics. Literacy RH.11-12.1, RH.11-12.5</p> <p>Document Based Assessment: “The Impact of Television on Political Events” Pg. 239</p> <p>Chapter 8 Section Assessments and Chapter Assessment</p> <p>RESOURCES Visual Media influence P 234 Visual Media influence P 234 https://www.icivics.org/teachers/lesson-plans/role-media http://www.wired.com/2011/06/internet-a-human-right/</p> <p>Writing Prompt - ASSESSMENT Write an essay he answers the following in detail. Why did our founding fathers include freedom of the press in the 1st amendment? Is freedom of the press still necessary? What would be different about the United States without freedom of the press? Literacy RH.11-12.1, RH.11-12.2, RH.11-12.5 RH.11-12.7</p>
<p>GC.34 Explain how public officials use the media to communicate with the citizenry and to shape public opinion. (P)</p>	<p>GC.34 How is public opinion measured?</p> <p>GC. 34 How has the increased availability of mass media changed the daily functions of government?</p>	<p>GC.34 Read, Write & Interpret: Textbook p.C6-C7 Extend the Reading: Extend The Lesson: Homework! For homework have students to separate the class into three groups, with one group representing television, one newspapers, and one news magazines. Choose a story currently receiving broad media coverage and ask one group to watch coverage on three television news programs, one to read coverage in three different newspapers, and one to read coverage in three different news magazines. As a group, have students compare coverage in the various media.</p>

	<p><u>Content Vocabulary (Tier 3)</u> public affairs, public opinion, mass media, peer group, opinion leader, mandate, interest group, public opinion poll, straw vote, public agenda, sound bite, random sample</p> <p><u>Academic Vocabulary (Tier 2)</u> identify, explain, demonstrate, describe, analyze, develop, cite, compare, contrast, summarize, trace, research</p> <p>(For Vocabulary Instructions see p. 4)</p>	<p>Critical Thinking Skill – What might happen to the influence of the media if the 1st Amendment guarantee of freedom of the press were to be repealed? This item must be answered in one complete paragraph each with a minimum of five sentences per paragraph.</p> <p>The Daily Analysis- <i>Please see Daily Analysis Explanation in Weekly Pacing Guide</i></p> <ul style="list-style-type: none"> • Spin, P: p. 218 • The Effect of Poll Wording on Reliability, C: p. 223 <p>Critical Thinking Skill – What do you think most Americans believe about the following issues? Each item must be answered in one complete paragraph each with a minimum of five sentences per paragraph.</p> <ul style="list-style-type: none"> • health insurance for all • prayer in school • the death penalty <p>Thinking Critically – What are the benefits and drawbacks of releasing to the public the results of public opinion polls on upcoming elections? How has public opinion affected the current Presidential Election? Literacy RH.11-12.1, RH.11-12.2, RH.11-12.5 RH.11-12.7</p>
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Instructional Map	Quarter 2/4	United States Government	High School
<p>Topic 2: Rights and Responsibilities of Citizens</p>			
<ul style="list-style-type: none"> • <i>Students will understand that we are a nation bound not by race or religion, but by the shared values of freedom, liberty, and equality. Our democratic rights involve legal, social, and/or ethical principles of freedom or entitlement; that is, rights are the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention, or ethical theory</i> 			
<p>*The Daily Analysis-TLW analyze various formats of primary sources on a daily basis in an effort to strengthen their core reading, writing and critiquing skills in preparation for TNReady and various other testing component requirements as a means of implementing rigor in the classroom. As these primary sources are highlighted in the Lesson Plans, the page numbers, corresponding assessment and a letter mark will serve to identify which of each will be utilized for the day’s activity. The letter marks for the primary sources are C= Chart, D=Document, I=Image, P=Political Cartoon, and M=Media (where applicable and a class projector is an option, please play the available corresponding class video feature). Each Daily Analysis Format has a form that students should label and complete on their own paper with the exception of the charts and media presentations where applicable.</p>			
<p>Weeks 2 & 3</p>			
<p>Textbook: Magruder’s American Government and Civics by William A. McClenaghan</p>			

TN State Recommended Primary Documents, Anchor Texts and Supporting Texts:

Anchor Texts:

The Constitution (Lexile 1540L) [inside text](#): Magruder's American Government and Civics by William A. McClenaghan

The Bill of Rights (excerpts) (Lexile NR) [inside text](#): Magruder's American Government and Civics by William A. McClenaghan

TN State Standards	Essential Questions and Vocabulary	Suggested Activities and Resources
<p>GC.35 Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, and privacy).</p>	<p>GC.35 What rights does the United States Constitution guarantee to citizens?</p> <p>GC.35 What limits on government exist to secure the rights of citizens?</p>	<p>Textbook: Magruder's American Government and Civics by William A. McClenaghan</p> <p>Chapter 3: The Constitution: Complete Section 1, 2 and 3 Assessments pgs. 75, 83 and 88.</p> <p>Textbook Visuals: p.79 - Amending the Constitution, pp.80-81-The Amendment Process, The 27 Amendments, pp.C16-C23 -The Bill of Rights</p> <p>GC.35 After reading pages C1-C8, students will create a flip book or a concept web that analyzes the Bill of Rights within the United States Constitution as it relates to individual rights and freedoms. Literacy RH.11-12.1</p> <p>GC.35 Read, Write & Interpret: Textbook p.552-558 Extend the Reading: Extend the Reading: TLW answer the <i>Checkpoint</i> questions in a short essay. Each response should be a minimum of 5 complete sentences.</p> <ul style="list-style-type: none"> • According to the Supreme Court, how does the state-sponsored support of prayer in schools violate the 1st Amendment? • What is the purpose of the <i>Lemon</i> test? • Why did the Supreme Court rule in favor of a law that gave an income tax deduction for parochial tuition? • How do each of the photos described on page 556 and 557 exemplify the establishment clause? • What acts are not protected by the Free Exercise Clause?

		<p>The Daily Analysis- Please see <i>Daily Analysis Explanation in Weekly Pacing Guide</i></p> <ul style="list-style-type: none"> ○ Club House, P: p. 574 ○ The Courts and the First Amendment, P: p. 575 ○ Decisions Relative to the Due Process Clause, C: p. 573 ○ The Unanimous Declaration of the Thirteen, United States of America, D. p. 553 <p>Critical Thinking Skill – “One man’s vulgarity is another’s lyric”. Supreme Court Justice John Harlan. Write this quote on the board and have students answer the following two questions. Each response should be a minimum of 5 complete sentences.</p> <ol style="list-style-type: none"> 1. What did Harlan mean by this remark? 2. How does his comment capture the fundamental issue of freedom of speech? Literacy RH.11-12.1, RH.11-12.2, RH.11-12.5 RH.11-12.7
<p>GC. 36 Explain how economic rights are secured and their importance to the individual and to society, including the right to acquire, use, transfer, and dispose of property; right to choose one’s work; the purpose of labor unions; copyrights and patents.</p>	<p>GC.36 How do you think political freedom compares to the idea of economic freedom?</p> <p>GC.36 What is capitalism?</p>	<p>GC.36 Have students to examine and explain the roles, rights, processes, and responsibilities of individuals within their own family as it relates to their family budget and economics within their own households. Literacy RH.11-12.1 RH.11-12.3 RH.11-12.7</p>
<p>GC.37 Describe the individual’s legal obligations to obey the law, serve as a juror, and pay taxes.</p>	<p>GC.37 How do our legal obligations as citizens of the United States evolve over time? i.e. as we mature</p>	<p>GC.37 Have students to discuss the recent political election season. After the discussion, students should be able to evaluate the need for civic dialogue in maintaining a democratic society; e.g., public meetings, mass meetings. Literacy RH.11-12.7 RH.11-12.9</p>
<p>GC.38 Connect insights gained from appropriate informational text to describe the obligations of civic-mindedness, including voting,</p>	<p>GC.38 What are some of the responsibilities of citizenship?</p>	<p>GC.38 Have students to examine the responsibilities that are expected from each individual upon becoming a citizen based on the U.S. Citizenship Test for Naturalization. Literacy RH.11-12.1 RH.11-12.5</p>

<p>being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.</p>		<p>GC.38 Have students to review Citizenship 101 on the following pages P19, 84, 141, 169, 227, 272, 389, 472, 568, 631, 731 Literacy RH.11-12.1,3,4,7</p>
<p>GC.39 Describe the reciprocity between rights and obligations and how enjoying rights means fulfilling certain obligations and respecting the rights of others.</p>	<p>GC.39 How delicate is the balance between individual rights and civil rights for all?</p> <p>GC.39 How is the balance between meeting obligations and respecting the rights of others achieved in American society?</p>	<p>GC.39 Have students to examine “Future Fight: Losing the Bill of Rights”. After the viewing students, have students to complete the viewing guide graphic organizer located within iCivics – “Do I Have A Right?” game Literacy RH.11-12.1 RH.11-12.6</p> <p>GC.39 Have students to research and analyze how citizens make informed decisions regarding candidates, issues, and policies. After completing their research, have students to create a power point reporting their findings. Literacy RH.11-12.1 RH.11-12.6 RH.11-12.7</p> <p>GC.39 Have students to describe the importance of being informed on civic issues, volunteering and public service within a small group setting Literacy RH.11-12.1 RH.11-12.2</p> <p>GC.39 Have students to analyze various methods that individuals or groups may use to influence laws and governmental policies including petitioning, letter writing and acts of civil disobedience Literacy RH.11-12.2 RH.11-12.3 RH.11-12.5</p>
<p>GC.40 Explain how one becomes a citizen of the United States, including the process of naturalization.</p>	<p>GC.40 What does it mean to become a naturalized citizen of the United States?</p> <p>Vocabulary (Tier 3) Bill of Rights, voting, petition, assemble, lobby, civil liberties, citizenship, naturalization, Magna Carta, John Locke,</p>	<p>GC.40 Have students to examine the responsibilities that are expected from each individual upon becoming a citizen based on the U.S. Citizenship Test for Naturalization. Literacy RH.11-12.1 RH.11-12.3 RH.11-12.5</p> <p>GC.40 Have students to examine immigration policies the government has implemented, such as the Immigration Reform and Control Act (1986) and the Immigration Act of 1990. After reviewing the policies on immigration, have students to examine the current immigration policies under the Obama Administration and identify the differences and similarities in the</p>

	<p>rule of law, constitution, civil disobedience, alien, civil responsibility</p> <p>Vocabulary (Tier 2) identify, explain, demonstrate, describe, analyze, develop, cite, compare, contrast, summarize, trace, research</p>	<p>older policies vs. the current White House policies on immigration. Literacy RH.11-12.2 RH.11-12.3 RH.11-12.6</p> <p>RESOURCES Visual Media influence P 234 Visual Media influence P 234 https://www.icivics.org/teachers/lesson-plans/role-media http://www.wired.com/2011/06/internet-a-human-right/</p> <p>Writing Prompt - ASSESSMENT Have students to create an essay that addresses the following in ideas.</p> <ul style="list-style-type: none"> • What do you believe to be the rationale as to why the Founding Fathers thought it was important to include Freedom of the Press within the First Amendment of the United States Constitution? • Do you believe that the media should be allowed such freedoms? • Is Freedom of the Press necessary in a democratic society? • How do you believe the United States would be different if the First Amendment did not allow for Freedom of the Press?
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Instructional Map	Quarter 2/4	United States Government	High School
<p>Topic 3: Fundamentals of a Free Society</p>			
<ul style="list-style-type: none"> • <i>Students will examine the origins and accomplishments of reconciling the demands for individual liberty with those for the common good.</i> <p>*The Daily Analysis-TLW analyze various formats of primary sources on a daily basis in an effort to strengthen their core reading, writing and critiquing skills in preparation for TNReady and various other testing component requirements as a means of implementing rigor in the classroom. As these primary sources are highlighted in the Lesson Plans, the page numbers, corresponding assessment and a letter mark will serve to identify which of each will be utilized for the day's activity. The letter marks for the primary sources are C= Chart, D=Document, I=Image, P=Political Cartoon, and M=Media (where applicable and a class projector is an option, please play the available corresponding class video feature). Each Daily Analysis Format has a form that students should label and complete on their own paper with the exception of the charts and media presentations where applicable.</p>			
<p>Weeks 4 & 5</p>			
<p>Textbook: Magruder's American Government and Civics by William A. McClenaghan</p> <p>Anchor Texts: The Constitution (1540L) http://www.archives.gov/exhibits/charters/constitution_transcript.html</p>			

TN State Recommended Primary Documents and Supporting Texts:

The Declaration of Independence, 1776 <https://www.ourdocuments.gov/doc.php?doc=2&page=transcript>

Gettysburg Address, 1863 <https://www.ourdocuments.gov/doc.php?doc=36>

“Four Freedoms” speech, Franklin Roosevelt Inaugural Address 1961, <https://fdrlibrary.org/documents/356632/390886/ffdrafts.pdf/48fdda5f-b33f-4097-b040-6248fe56d69b>

John Kennedy; “A Time for Choosing,” 1964 speech <http://www.americanrhetoric.com/speeches/jfkinaugural.htm>

TN State Standards	Essential Questions and Vocabulary	Suggested Activities and Resources
<p>GC.41 Summarize the central ideas of iconic primary documents to identify the fundamental values and principles of a free society and evaluate their meaning and importance, including the writings and speeches of Thomas Jefferson, Abraham Lincoln, Franklin Roosevelt, John Kennedy, and Ronald Reagan.</p>	<p>GC.41 How have the writings of our Founding Fathers continued to support our ideas of identifying the fundamental values and principles of a free society in the modern era?</p> <p>GC.41 How should a government meet the needs of its people?</p>	<p>Textbook: Magruder’s American Government and Civics by William A. McClenaghan</p> <p>Textbook References: Chapter 23: Complete Chapter 23’s Section Assessments, Chapter Assessment, and the Document Based Assessment. pp.6 Literacy RH.11-12.6</p> <p>Textbook Visuals: p. 680-Elements of a Free Enterprise, p.683-How Are Prices Set in a Free Market?</p> <p>GC.41 Students will read and summarize the central ideas of iconic primary documents to identify the fundamental values and principles of a free society and evaluate their meaning and importance, including the writings and speeches of Thomas Jefferson, Abraham Lincoln, Franklin Roosevelt, John Kennedy, and Ronald Reagan.</p> <p>Literacy RH.11.12.1</p> <p>GC.41 Read, Write & Interpret: Textbook p.685-691 Extend the Reading: Extend the Reading: TLW answer the following questions in a short essay. Each response should be a minimum of 5 complete sentences.</p> <ol style="list-style-type: none"> Why do you think communism has been so unsuccessful? Why has capitalism or socialism been more successful? What role does the government play in a command economy? How successful have communist economies been?

		<p>The Daily Analysis- Please see <i>Daily Analysis Explanation in Weekly Pacing Guide</i></p> <ul style="list-style-type: none"> o Human Rights, P: p. 674 o Cost of Free Healthcare, P: p. 687 o US Imports and Exports, C: p. 696 o The Unanimous Declaration of the Thirteen, United States of America, P. p. 702 <p>Critical Thinking Skill – Answers may vary. Have students to analyze the political cartoon on page 702. However, this time they should answer the following questions. Each response should be a minimum of 5 complete sentences.</p> <ol style="list-style-type: none"> 1. The cartoon features a candidate’s stand on tariffs on steel. Why would steel workers and auto workers have different views on steel tariffs? 2. What does this say about the effect of tariffs on jobs? 3. Does the cartoon take a favorable, an opposed, or a neutral position on free trade? Literacy RH.11-12.1, RH.11-12.2, RH.11-12.5 RH.11-12.7
<p>GC.42 Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.</p>	<p>GC.42 How does the Constitution protect the rights of individuals against the rights of all citizens?</p> <p>GC.42 What is the proper role for government in social issues such as education, welfare, and crime?</p>	<p>GC.42 Have students to create a power point presentation explaining how initiative, referendum, and recall are opportunities for individuals and groups to initiate change in state and local government policy Literacy RH.11-12.1 RH.11-12.7</p>
<p>GC.43 Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.</p>	<p>GC.43 How are the voices of individuals demonstrated within society other than the voting and election process?</p>	<p>GC.43 Have students to complete a graphic organizer that describes how citizens, candidates, campaigns and campaign financing influence the political process in the United States Literacy RH.11-12.1 RH.11-12.7 RH.11-12.9</p>

		GC.43 Have students to analyze the roles of participants in the election process including voting, contributing, and electioneering Literacy RH.11-12.1 RH.11-12.2
GC.44 Examine the historical role of religion and religious diversity and their impact on society.	<p>GC.44 What is religion?</p> <p>GC.44 How are religion and governance connected historically?</p>	GC.44 Have students to read pages 551-558, after which have students to research and write five Establishment Clause cases, what they uphold and what each prohibit and how religion played a part in the case findings. Literacy RH.11-12.1 RH.11-12.7
GC. 45 Compare and contrast the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.	<p>GC.45 How should we view different governments?</p> <p>GC.45 What are some of the various forms of government reflected throughout society in the modern era?</p> <p><u>Content Vocabulary (Tier 3):</u></p> <p>Due process, procedural due process, substantive due process, police power, search warrant, involuntary servitude, discrimination, writs of assistance, probable cause, exclusionary rule, writ of habeas corpus, bill of attainder, ex post facto law, grand jury, indictment, presentment, double jeopardy, bench trial, Miranda Rule, bail, preventive detention, capital punishment, treason, bail, Patricians, plebeians, sovereignty, legitimacy, divine right of kings, colonialism, mercantilism, guerrilla,</p>	<p>GC.45 Have students to describe and discuss the advantages and disadvantages of a direct and representative democracy Literacy RH.11-12.1 RH.11-12.2 RH.11-12.5</p> <p>GC.45 While examining comparative governments, have students to compare parliamentary and presidential democracies in the United States and Great Britain. Literacy RH.11-12.1 RH.11-12.2 RH.11-12.5</p> <p>GC.45 Have students to discuss and describe the characteristics of limited (democratic) and unlimited (authoritarian) governments within a small group setting. Literacy RH.11-12.1 RH.11-12.2 RH.11-12.5</p> <p>GC.45 Have students to create a Venn diagram that compares and contrasts the advantages and disadvantages of limited political systems Literacy RH.11-12.1 RH.11-12.2 RH.11-12.5</p> <p>Links to recommended texts</p> <p>Declaration of Independence http://teachingamericanhistory.org/library/document/declaration-of-independence/</p> <p>Gettysburg Address http://teachingamericanhistory.org/library/document/gettysburg-address/</p>

warfare, fascism, communism, hard liners, soft-liners, democratization, democratic consolidation, genocide, failed states, coalition, ministers, shadow cabinet, devolution

Academic Vocabulary (Tier 2)

Subpoena, waive, tainted, encroachment, information, legitimate, extinguish, epochal event, guild, charismatic, monopolize, epitome, status quo, grapple, denationalization, entity, tribunal

See pg. 5 for Vocabulary Instructions

Four Freedoms Speech <http://www.fdrlibrary.marist.edu/pdfs/fftext.pdf>

Audio of Four Freedoms Speech

<http://www.fdrlibrary.marist.edu/ffaudioclip.mp3>

Kennedy's Inaugural Speech

<http://www.ourdocuments.gov/doc.php?flash=true&doc=91>

A Time for Choosing Speech

<http://teachingamericanhistory.org/library/document/a-time-for-choosing/>

ASSESSMENT

What is a free society? Using textual evidence from Jefferson, Lincoln, Roosevelt, Kennedy, and Reagan, have students to explain how a free society is formed and how it is maintained. What is the citizen's role in a free society?

CCR Grade 11-12 RH 1, 2, W 1, 2.

Instructional Map

Quarter 2/4

United States Government

High School

Topic 4: Civil Rights

Students will gain an in depth understanding of the development and evolution of civil rights for women and minorities and how these advances were made possible by expanding rights under the Constitution.

***The Daily Analysis**-TLW analyze various formats of primary sources on a daily basis in an effort to strengthen their core reading, writing and critiquing skills in preparation for TNReady and various other testing component requirements as a means of implementing rigor in the classroom. As these primary sources are highlighted in the Lesson Plans, the page numbers, corresponding assessment and a letter mark will serve to identify which of each will be utilized for the day's activity. The letter marks for the primary sources are C= Chart, D=Document, I=Image, P=Political Cartoon, and M=Media (where applicable and a class projector is an option, please play the available corresponding class video feature). Each Daily Analysis Format has a form that students should label and complete on their own paper with the exception of the charts and media presentations where applicable.

Week 6

Textbook: Magruder's American Government and Civics by William A. McClenaghan

TN State Recommended Primary Documents, *Anchor Texts* and Supporting Texts:

Anchor Texts:

The Constitution (1540L) http://www.archives.gov/exhibits/charters/constitution_transcript.html

TN State Recommended Primary Documents and Supporting Texts:

Seneca Falls Declaration of Sentiments and Resolution 1848 <http://ecssba.rutgers.edu/docs/seneca.html>

Letter from a Birmingham Jail by Dr. Martin Luther King, Jr. <https://kinginstitute.stanford.edu/king-papers/documents/letter-birmingham-jail>

"I Have a Dream" speech, by Dr. Martin Luther King, Jr. <https://kinginstitute.stanford.edu/king-papers/documents/i-have-dream-address-delivered-march-washington-jobs-and-freedom>

TN State Standards	Essential Questions and Vocabulary	Suggested Activities and Resources
<p>GC.46 Describe the Civil Rights Movement and analyze resulting legislation and legal precedents.</p>	<p>GC.46 What are considered to be civil rights and who do they affect?</p>	<p>Textbook: Magruder’s American Government and Civics by William A. McClenaghan</p> <p>Textbook References: Chapter 21: Complete Federalism: Chapter 21’s Section Assessments, and the Document Based Question Assessment. Pp.639-641 Literacy RH.11-12.6)</p> <p>GC.46 After reading pages 616-617, students will use evidence from the text to produce a written explanation of the evolution of discrimination against women. Literacy RH.11-12.1RH.11-12.4 RH.11-12.7</p> <p>GC.46 Read, Write & Interpret: Textbook p.612-617 Extend the Reading: TLW answer the following <i>Checkpoint</i> questions in a short essay. Each response should be a minimum of 5 complete sentences.</p> <ul style="list-style-type: none"> • What was the impact of the 13th amendment on racial discrimination? • What is a refugee? • What was the significance of the Declaration of Sentiments? • How successful have communist economies been? <p>The Daily Analysis- <i>Please see Daily Analysis Explanation in Weekly Pacing Guide</i></p> <ul style="list-style-type: none"> • Median Weekly Earnings of Men and Women, I : p. 616 • Diversity in the United States, I : p. 614 • Persons Naturalized, C: p. 633

		<ul style="list-style-type: none"> • Immigration Issue, P: p. 638 • Equal Rights and Affirmative Action, I. p. 628 <p>Critical Thinking Skill – Answers may vary. TLW answer the following questions in a short essay. Each response should be a minimum of 5 complete sentences.</p> <ul style="list-style-type: none"> • Why is it important that new citizens know about and understand U.S. History and Government? <p>Should US citizenship be considered a right or a privilege? Literacy RH.11-12.1, RH.11-12.2, RH.11-12.5 RH.11-12.7</p> <p>GC.46 Have students to analyze how civil rights and liberties have been changed through court decisions by examining how the Bill of Rights promotes a just legal system Literacy RH.11-12.1 RH.11-12.7 RH.11-12.8 RH.11-12.9</p> <p>GC.46 Have students to identify and summarize landmark cases and their impact on civil rights and individual liberties; e.g., Dred Scott, Plessey, Brown, Miranda, Gideon, Bakke. Literacy RH.11-12.1 RH.11-12.3 RH.11-12.6 RH.11-12.9</p>
<p>GC.47 Describe the women’s rights movement and analyze resulting legislation and legal precedents.</p>	<p>GC.47 What is a suffragist?</p> <p>GC.47 What was the suffragist movement and what has been its lasting impact on American politics?</p>	<p>GC.47 Divide your class into five small groups. Have students to research and summarize the history of race and gender-based discrimination in the United States to later be presented via a group presentation. Each presentation should include a chart/graph detailing events and laws or policies that affected minority groups such as Native Americans, Asian Americans and women. Literacy RH.11-12.1 RH.11-12.5 RH.11-12.8 RH.11-12.9</p>
<p>GC.48 Identify legislation and legal precedents that established rights for the disabled, Hispanics, American Indians, Asians, and other minority groups, including the tensions between protected categories (e.g., race, women, veterans) and non-protected</p>	<p>GC.48 What is “equal protection” under the law?</p> <p>GC.48 What are some of the barriers utilized to deny African-Americans and women the right to vote?</p>	<p>GC.48 Have students to review the 13th, 14th, and 15th amendments of the United States Constitution while examining the quote on p. 611, “Our Constitution is color blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful.” –Supreme Court Justice John Marshall Harlan, dissenting in Plessy v. Ferguson, 1896. After examining the quote and reviewing the amendments, ask your students why was the civil rights movement necessary in America? Have</p>

<p>ones (United States v. Carolene Products, Adarand Constructors v. Pena).</p>	<p>GC.48 How has government legislation specifically passed for the disabled affected major changes in society?</p> <p>GC.48 What legal precedents have established rights for all citizens?</p> <p>GC.48 Why are there still ongoing struggles for civil rights in the modern era?</p> <p>Vocabulary (Tier 3) Voting Rights, civil rights, suffrage, voting rights acts, desegregation, affirmative action, quota, ADA, voting qualifications, felony, clemency, literacy test, grandfather clause, spate but equal, equal rights</p> <p>Vocabulary (Tier 2) identify, explain, demonstrate, describe, analyze, develop, cite, compare, contrast, summarize, trace, research</p>	<p>students to discuss this topic in small groups. Literacy RH.11-12.1 RH.11-12.2 RH.11-12.5 RH.11-12.7</p> <p>RESOURCES Lesson Module on Taxation from iCivics.org-- https://www.icivics.org/teachers/lesson-plans/taxation 1040 Tax Form--http://www.irs.gov/pub/irs-pdf/f1040.pdf U.S. Constitution-- http://www.archives.gov/exhibits/charters/constitution_transcript.html Federal Budget Simulation-- http://www.federalbudgetchallenge.org/pages/overview Lesson Module on Government and the Market from icivics.org-- https://www.icivics.org/curriculum/government-market</p> <p>ASSESSMENT Create a mock federal budget, including taxation and borrowing implications, and defend the expenditures with a short paper about the pros and cons of the budget.</p>
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<p>Instructional Map</p>	<p>Quarter 2/4</p>	<p>United States Government</p>	<p>High School</p>
<p>Topic 5: The Federal Government and the Economy</p> <ul style="list-style-type: none"> <i>Students will examine and analyze the origins, goals, and procedures and influence the United States federal government has on the American economy.</i> <p><small>*The Daily Analysis-TLW analyze various formats of primary sources on a daily basis in an effort to strengthen their core reading, writing and critiquing skills in preparation for TNReady and various other testing component requirements as a means of implementing rigor in the classroom. As these primary sources are highlighted in the Lesson Plans, the page numbers, corresponding assessment and a</small></p>			

letter mark will serve to identify which of each will be utilized for the day's activity. The letter marks for the primary sources are C= Chart, D=Document, I=Image, P=Political Cartoon, and M=Media (where applicable and a class projector is an option, please play the available corresponding class video feature). Each Daily Analysis Format has a form that students should label and complete on their own paper with the exception of the charts and media presentations where applicable.

Week 7

Textbook: Magruder's American Government and Civics by William A. McClenaghan

TN State Recommended Primary Documents, Anchor Texts and Supporting Texts:

Anchor Texts:

The Constitution (1540L) http://www.archives.gov/exhibits/charters/constitution_transcript.html

TN State Standards	Essential Questions and Vocabulary	Suggested Activities and Resources
<p>GC.49 Explain how the role of government in a mixed economy includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumer rights.</p>	<p>GC.49 How does the United States government provide for the national defense?</p> <p>GC.49 What role does the government play in the United States economy?</p> <p>GC.49 What are consumer rights?</p>	<p>Textbook: Magruder's American Government and Civics by William A. McClenaghan</p> <p>Textbook References: Chapter 16: Financing Government: Complete Section 1's Assessment, P.462</p> <p>GC.49 While reading pages 463-466, students will create an outline to organize the main features and their understanding of public debt. <i>Literacy RH.11-12.2</i></p>
<p>GC.50 Explain the aims of government fiscal policies (taxation, borrowing, and spending) and their influence on production, employment, and price levels.</p>	<p>GC.50 To what extent should governments participate in the national economy?</p>	<p>GC.50 Have students to identify President Obama's current cabinet members and evaluate the roles various their government agencies play in maintaining the nation's economic health. <i>Literacy RH.11-12.1 RH.11-12.9</i></p> <p>GC.50 Read, Write & Interpret: Textbook p.318-324</p> <p>Extend the Reading: TLW answer the following <i>Checkpoint</i> questions in a short essay. Each response should be a minimum of 5 complete sentences.</p> <ul style="list-style-type: none"> Why was President Johnson impeached?

		<ul style="list-style-type: none"> • What is the unwritten rule known as “senatorial courtesy”? • What are some of the reasons Congress holds hearings? <p>The Daily Analysis- Please see <i>Daily Analysis Explanation</i> in Weekly Pacing Guide</p> <ul style="list-style-type: none"> • Inherent, Expressed, and Implied Powers, I : p. 297 • What is Personal Bankruptcy, I : p. 302 • War Powers, P: p. 316 • Taxes and the IRS, P: p. 300 • Where do our taxes go?, I. p. 301 <p>Critical Thinking Skill – Answers may vary. Issues of Our Time: Congressional War Powers: Textbook p.317 TLW answer the following questions in a short essay. Each response should be a minimum of 5 complete sentences.</p> <ul style="list-style-type: none"> • To what is Representative Kucinich referring in his reference to “its constitutional responsibility”? Literacy RH.11-12.1, RH.11-12.2, RH.11-12.5 RH.11-12.7
<p>GC.51 Describe how the government responds to perceived social needs by providing public goods and services.</p>	<p>GC.51 How does the United States government provide for public goods and social services without infringing of the rights of individuals?</p>	<p>GC.51 Have students to evaluate the effectiveness of legislation in promoting equity and civil rights, such as the Civil Rights Act (1964), Voting Rights Act (1965), Higher Education Act Title IX (1972), Indian Education Act (1972), Americans with Disabilities Act (ADA 1990) and Individuals with Disabilities Education Act (IDEA 1997). Students should report their findings through a detailed power point presentation. Literacy RH.11-12.1 RH.11-12.3 RH.11-12.5</p> <p>GC.51 Have students to identify the purpose of affirmative action and explain how the implementation of affirmative action has changed over time Literacy RH.11-12.1</p>
<p>GC.52 Explain major revenue and expenditure categories and their respective proportions in the budgets of the federal government.</p>	<p>GC.52 What expenditures are provided for in our federal budget?</p>	<p>GC.52 In small groups, have students to discuss and analyze the effects of the Tennessee Department of Transportation as compared to the United States Department of Transportation by utilizing each respective department’s annual budgets. Literacy RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.5</p>

	<p>GC.52 How often is the federal budget revised?</p> <p>GC.52 What is considered government spending?</p>	
<p>GC.53 Describe how federal tax and spending policies affect the national budget and the national debt.</p>	<p>GC.53 What services are provided by the state and federal government through our taxes?</p> <p>Vocabulary (Tier 3) Taxation, income tax, property tax, social security, welfare, food stamps, agricultural subsidy, progressive tax, flat tax, regressive tax, fiscal policy, FED, monetary policy, national budget, national debt, budget deficit, budget surplus, state and local services, WIC, income redistribution, public good, mixed economy</p> <p>Vocabulary (Tier 2) identify, explain, demonstrate, describe, analyze, develop, cite, compare, contrast, summarize, trace, research</p>	<p>GC.53 Have students to discuss in small groups, how local governments attempt to prioritize socio-economic goals in response to changing economic, social and political conditions affecting their immediate communities. Literacy RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.5</p> <p>GC. 53 Have students to create an essay that details and evaluates the role of government in providing public goods, such as national defense and public education Literacy RH.11-12.1 RH.11-12.7</p>

Topic 6: Tennessee State and Local Government

- *Students will examine, identify and explain the structure and functions of government at the state and local levels in Tennessee.*

***The Daily Analysis**-TLW analyze various formats of primary sources on a daily basis in an effort to strengthen their core reading, writing and critiquing skills in preparation for TNReady and various other testing component requirements as a means of implementing rigor in the classroom. As these primary sources are highlighted in the Lesson Plans, the page numbers, corresponding assessment and a letter mark will serve to identify which of each will be utilized for the day's activity. The letter marks for the primary sources are C= Chart, D=Document, I=Image, P=Political Cartoon, and M=Media (where applicable and a class projector is an option, please play the available corresponding class video feature). Each Daily Analysis Format has a form that students should label and complete on their own paper with the exception of the charts and media presentations where applicable.

Week 8

Textbook: Magruder's American Government and Civics by William A. McClenaghan
TN State Recommended Primary Documents, Anchor Texts and Supporting Texts:

Anchor Texts:

The Constitution (1540L) http://www.archives.gov/exhibits/charters/constitution_transcript.html

TN State Standards	Essential Questions and Vocabulary	Suggested Activities and Resources
<p>GC.54 Identify and describe the provisions of the Tennessee Constitution that define and distribute powers and authority of the state government.</p>	<p>GC.54 What are the powers of the three branches of Tennessee Government?</p>	<p>Textbook: Magruder's American Government and Civics by William A. McClenaghan</p> <p>Textbook References: Chapter 25: Local Government and Finance: Complete Section 1's Assessment, P.748</p> <p>GC.54 Have students to review the State and Local Spending Chart on p. 757, after reviewing the chart, students will create an outline to organize the main features of state and local spending and identify key areas within Shelby County where they believe government dollars have been directed.</p> <p>Literacy RH.11-12.2</p> <p>GC.54 Read, Write & Interpret: Textbook p.756-759 Extend the Reading: TLW answer the following <i>Checkpoint</i> questions in a short essay. Each response should be a minimum of 5 complete sentences.</p> <ul style="list-style-type: none"> • What are States' responsibilities for education?

		<ul style="list-style-type: none"> • What is the purpose of public welfare spending? • How do State and local governments ensure the safety of the people? <p>The Daily Analysis- Please see <i>Daily Analysis Explanation</i> in Weekly Pacing Guide</p> <ul style="list-style-type: none"> • Concerned Citizens Want to Know, P : p. 768 • State Safety Laws, P : p. 769 • What Does a Mayor Do?, I: p. 750 <p>Critical Thinking Skill – Answers may vary. Issues of Our Time: State Taxation and Spending: Textbook p.760 TLW answer the following questions in a short essay. Each response should be a minimum of 5 complete sentences.</p> <ul style="list-style-type: none"> • Why do you think that taxes have increased in both number and rates since independence? <p>What is the central conflict in the relationship between taxation and government services? Literacy RH.11-12.1, RH.11-12.2, RH.11-12.5 RH.11-12.7</p>
<p>GC.55 Provide examples of the principles of federalism, separation of powers, checks and balances, and popular sovereignty in the government of the state of Tennessee and the balance between the grand divisions within the state.</p>	<p>GC.55 What are the similarities and differences between state and local government in Tennessee as they relate to the three Grand Divisions of Tennessee?</p>	<p>GC.55 Divide your students into four separate groups. The groups should be labeled TN federalism, TN separation of powers, TN checks and balances, and TN popular sovereignty. After students have been divided into groups, each group should research and create a chart that identifies how each of the four functions within the government of the state of Tennessee and provide balance throughout the state. Literacy RH.11-12.1 RH.11-12.7 RH.11-12.9</p>
<p>GC.56 Explain the hierarchy and functions of the Tennessee court system, including the distinction between Chancery and circuit courts and identify the current chief justice of the state supreme court.</p>	<p>GC.56 What are the duties, processes, roles and responsibilities of the Tennessee judicial branch of government?</p>	<p>GC.56 Have students to list and identify the various duties, processes, roles and responsibilities of the Tennessee judicial branch of government. Literacy RH.11-12.3 RH.11-12.7</p> <p>GC.56 Have students to identify the elements of civil law in Tennessee including but not limited to plaintiff, defendant, contracts, breach of</p>

	<p>GC.56 Who is the current Chief Justice of the Tennessee State Supreme Court?</p> <p>GC.56 What is the difference between Chancery Court and Circuit Court in the state of Tennessee?</p>	<p>contract, torts, damages and preponderance of evidence. Literacy RH.11-12.1 RH.11-12.7 RH.11-12.8 RH.11-12.9</p>
<p>GC.57 Summarize the functions of departments or agencies of the executive branch in the state of Tennessee.</p>	<p>GC.57 What are the duties, processes, roles and responsibilities of the Tennessee executive branch of government?</p>	<p>GC.57 Divide your class into two groups. Once in group settings, have students to create a chart that identifies and describes the various special duties and powers that the Tennessee Governor and other governors share and can use under the direction of executive power such as the ability to maintain order and safety in the state, i.e. calling out the National Guard in the case of a natural disaster Literacy RH.11-12.3 RH.11-12.7</p>
<p>GC.58 Compare and contrast the legal, fiscal, and operational relationship between state and local governments in Tennessee.</p>	<p>GC.58 How does government at the state level differ from government at the local level in the state of Tennessee?</p>	<p>GC.58 Have students to create a chart that compares their local city and/or county government to the 109th Tennessee General Assembly. Literacy RH.11-12.3 RH.11-12.7</p>
<p>GC.59 Explain the differences among the types of local governments in Tennessee, including county government, city government, and metro government.</p>	<p>GC.59 What are unique differences between the various types of local governments within the state of Tennessee, including county government, city government, and metro government?</p>	<p>GC.59 Have students to research and analyze how the population shifts in and between Shelby County and Memphis affects the formation and implementation of local city and county government policy, such as the relocation or loss of industry, school closures and urban flight. Literacy RH.11-12.1 RH.11-12.7</p>
<p>GC.60 Describe how citizens can monitor and influence local and state government as individuals and members of interest groups.</p>	<p>GC.60 What role does special interest groups and private citizens play in local and state government?</p>	<p>GC.60 Have students to create a six page paper analyzing the external factors that influence the law-making process including the roles of the media, lobbyists, Political Action Committees (PACs), special-interest groups, citizens and public opinion Literacy RH.11-12.1 RH.11-12.2 RH.11-12.7 RH.11-12.8</p> <p>GC.60 Have students to analyze the role of the media, special-interest groups, and public opinion in influencing the policy and decisions of the</p>

		<p>executive branch within a small group setting Literacy RH.11-12.1 RH.11-12.7</p> <p>GC.60 Have students to evaluate how the media, political parties, special-interest groups, lobbyists and various Political Action Committees (PACs) influence public opinion and government policies Literacy RH.11-12.1 RH.11-12.6</p>
<p>GC.61 Write an opinion piece with supporting details regarding the specific ways individuals can best serve their communities and participate responsibly in civil society and the political process at local, state, and national levels of government.</p>	<p>GC.61 How can citizens' voices be productively expressed within their respective local, state and federal governments?</p>	<p>GC.61 In your classroom, divide students into groups and have them to analyze various methods that individuals or groups may use to influence laws and governmental policies including petitioning, letter writing and acts of civil disobedience Literacy RH.11-12.1 RH.11-12.7</p>
<p>GC.62 Identify current representatives (per the student's respective district) in the Tennessee General Assembly and research their past and current proposed legislation that has significantly impacted the lives of Tennesseans.</p>	<p>GC.62 Who are the members of the Tennessee General Assembly?</p> <p>GC.62 What are some of the changes that have impacted Tennesseans based on legislation approved by the Tennessee General Assembly?</p>	<p>GC.62 Have students to create a power point presentation that identifies and defines the purpose, roles, responsibilities, duties and functions of the various entities of state government for Tennessee including but not limited to the Tennessee executive branch, Tennessee legislative branch, Tennessee judicial branch, etc. Literacy RH.11-12.1 RH.11-12.2 RH.11-12.7</p> <p>GC.62 Have students to research Tennessee, United States Senator, Bob Corker and his impact on the 2016 Presidential election of Donald Trump and outline his potential opportunities within the Trump Administration. Students should create a minimum of a six page paper as a result of their research. Literacy RH.11-12.1 RH.11-12.2 RH.11-12.7</p> <p>GC.62 Have students to research Tennessee, United States Senator, Lamar Alexander and his impact on the implementation of ESSA as the</p>

		<p>new federal guideline for education within the United States. Students should create a minimum of a six page paper as a result of their research. Literacy RH.11-12.1 RH.11-12.2 RH.11-12.7</p>
<p>GC.63 Identify the current governor of Tennessee and examine his/her platform for improving the quality of life in Tennessee.</p>	<p>GC.63 Who is the current governor of Tennessee? GC.63 What is the role of the governor in the state of Tennessee?</p>	<p>GC.63 Have students to create and identify who is the current governor of Tennessee, his/her gubernatorial cabinet and examine his/her current legislative agenda as it relates to education in the state of Tennessee. Literacy RH.11-12.3 RH.11-12.7</p>
<p>GC.64 Working with other students, identify a significant public policy issue in your community, gather information about that issue, fairly evaluate the various points of view of competing interests, examine ways of participating in the decision making process about the issue, and write a position paper or make a presentation on how the issue should be resolved.</p>	<p>GC.64 How can you and your classmates impact social/political and/or economic change within your community immediately?</p> <p>Vocabulary (Tier 3) Governor, national guard, state government, county government, metro government, chancery court, circuit court, supreme court, chief justice, legal relationship, fiscal relationship, operational relationship, federalism, checks and balances, separation of power, popular sovereignty, grand divisions, Tennessee Constitution, citizen participation, governor, representatives, general assembly</p> <p>Vocabulary (Tier 2)</p>	<p>GC.64 Have students to create an essay that describes how executive departments and agencies enforce governmental policies that address public issues, such as the Center for Disease Control (CDC), Federal Bureau of Investigation (FBI), Environmental Protection Agency (EPA), Drug Enforcement Agency (DEA) Literacy RH.11-12.1 RH.11-12.7 RH.11-12.9</p> <p>GC.64 Have students to identify, evaluate and create a chart that lists the effects of crime and crime prevention as a public policy issue on government spending, quality of life and campaign issues Literacy RH.11-12.1 RH.11-12.7 RH.11-12.9</p> <p>RESOURCES Tennessee State Constitution-- http://www.tennessee.gov/sos/bluebook/07-08/47-Constitution,%20Tennessee.pdf What Government does in Tennessee-- www.sitemason.com/files/k0mvfO/tngovernment.pdf Functions of Tennessee Government-- http://www.tnhistoryforkids.org/civics/i Database of Local, State, and National Representatives-- http://votesmart.org/ Information on Tennessee Government Services--http://www.tn.gov/</p>

identify, explain, demonstrate, describe, analyze, develop, cite, compare, contrast, summarize, trace, research

Venn Diagram Generator--www.classtools.net/education-games-php/venn_intro

Flowchart Generator--www.gliffy.com

iCivics state and local government-

<https://www.icivics.org/curriculum/state-and-local-government>

ASSESSMENT

Divide your class into three groups. Each group should serve as a representative branch of the Tennessee state government. Once in groups, your students should work to create a collective body of work. Each group should research, create and present their respective branch of government reflecting how and what services they provide to the citizens of Tennessee.

CCR Grade 11-12 RH 1, 2.

TN State Standards

Week 9 Civic Engagement

1. What is the supreme law of the land?
 - The Constitution
2. What do we call the first ten amendments to the Constitution?
 - The Bill of Rights
3. What is one right or freedom from the First Amendment?
 - Speech
 - Religion
 - Assembly
 - Press
 - Petition the government
4. What are two rights in the Declaration of Independence?
 - Life
 - Liberty
 - Pursuit of happiness
5. What is freedom of religion?
 - You can practice any religion, or not practice a religion
6. Name one branch or part of the government.

- Congress
 - Legislative
 - President
 - Executive
 - The courts
 - Judicial
7. What are the two parts of the US Congress?
- The Senate and House of Representatives
8. We elect a president for how many years?
- 4
9. In what month do we vote for president?
- November
10. If the president can no longer serve, who becomes president?
- The Vice President
11. Who is the commander in chief of the military?
- The president
12. Who vetoes bills?
- The President
13. What is the highest court in the United States?
- The Supreme Court
14. What is one responsibility that is only for United States citizens?
- Serve on a jury
 - Vote in a federal election
15. What do we show loyalty to when we say the Pledge of Allegiance?
- The United States
 - The flag
16. How old do citizens have to be to vote for president?
- Eighteen (18) and older
17. When is the last day you can send in federal income tax forms?
- April 15
18. Who lived in America before the Europeans arrived?
- American Indians
 - Native Americans

19. What group of people was taken to America and sold as slaves?
 - Africans
 - People from Africa
20. Who was the first president?
 - George Washington
21. Name the US war between the North and the South.
 - The Civil War
 - The War between the States
22. What movement tried to end racial discrimination?
 - Civil rights (movement)
23. What did Martin Luther King, Jr. do?
 - Fought for civil rights
 - Worked for equality for all Americans
24. What major event happened on September 11, 2001, in the United States?
 - Terrorists attacked the United States.
25. What is the capital of the United States?
 - Washington, D.C

Resources

Bill of Rights Mnemonic

<https://www.icivics.org/teachers/lesson-plans/youve-got-rights>

Tennessee State Constitution

<http://www.tennessee.gov/sos/bluebook/07-08/47-Constitution,%20Tennessee.pdf>

What Government Does in Tennessee

www.sitemason.com/files/k0mvfO/tngovernment.pdf

Functions of Tennessee Government

<http://www.tnhistoryforkids.org/civics/i>

Database of Local, State, and National Representatives

<http://votesmart.org/>

Information on Tennessee Government Services

<http://www.tn.gov/>

Venn Diagram Generator

www.classtools.net/education-games-php/venn_intro

Flowchart Generator

www.gliffy.com

iCivics State and Local Government

<https://www.icivics.org/curriculum/state-and-local-government>

U.S. Constitution

http://www.archives.gov/exhibits/charters/constitution_transcript.html

iCivics Civil Rights Unit

<https://www.icivics.org/curriculum/civil-rights>

iCivics Voting Rights

<https://www.icivics.org/teachers/lesson-plans/voting-right>

Timeline: History of the Voting Rights Act

<https://www.aclu.org/timeline-history-voting-rights-act>

History.com Voting Rights Act

<http://www.history.com/topics/black-history/voting-rights-act>

Tennessee Voting Requirements

<http://www.tn.gov/sos/election/photoID.htm>

Department of Justice

http://www.justice.gov/crt/about/vot/intro/intro_b.php

Congress Protects The Right to Vote Lesson Plan

<http://www.archives.gov/legislative/resources/education/voting-rights/>

1848 Seneca Falls Convention begins

<http://www.history.com/this-day-in-history/seneca-falls-convention-begins>

Directory of Political Parties

<http://www.politics1.com/parties.htm>

The Money Behind Elections

<https://www.opensecrets.org/bigpicture/>

10 Reasons Why the Electoral College is a Problem

<http://www.minnpost.com/eric-black-ink/2012/10/10-reasons-why-electoral-college-problem>

How Does the Electoral College Work?

<http://how-does-the-electoral-college-work.blogspot.com/2009/12/advantages-disadvantages-of-electoral.html>

SCS United States Citizenship Exam Review

26. What is the supreme law of the land?
- The Constitution
27. What do we call the first ten amendments to the Constitution?
- The Bill of Rights
28. What is one right or freedom from the First Amendment?
- Speech
 - Religion
 - Assembly
 - Press
 - Petition the government
29. What are two rights in the Declaration of Independence?
- Life
 - Liberty
 - Pursuit of happiness
30. What is freedom of religion?
- You can practice any religion, or not practice a religion
31. Name one branch or part of the government.
- Congress
 - Legislative

- President
 - Executive
 - The courts
 - Judicial
32. What are the two parts of the US Congress?
- The Senate and House of Representatives
33. We elect a president for how many years?
- 4
34. In what month do we vote for president?
- November
35. If the president can no longer serve, who becomes president?
- The Vice President
36. Who is the commander in chief of the military?
- The president
37. Who vetoes bills?
- The President
38. What is the highest court in the United States?
- The Supreme Court
39. What is one responsibility that is only for United States citizens?
- Serve on a jury
 - Vote in a federal election
40. What do we show loyalty to when we say the Pledge of Allegiance?
- The United States
 - The flag
41. How old do citizens have to be to vote for president?
- Eighteen (18) and older
42. When is the last day you can send in federal income tax forms?
- April 15

43. Who lived in America before the Europeans arrived?
- American Indians
 - Native Americans
44. What group of people was taken to America and sold as slaves?
- Africans
 - People from Africa
45. Who was the first president?
- George Washington
46. Name the US war between the North and the South.
- The Civil War
 - The War between the States
47. What movement tried to end racial discrimination?
- Civil rights (movement)
48. What did Martin Luther King, Jr. do?
- Fought for civil rights
 - Worked for equality for all Americans
49. What major event happened on September 11, 2001, in the United States?
- Terrorists attacked the United States.
50. What is the capital of the United States?
- Washington, D.C

SCS United States Citizenship Exam



Directions: Read each question and circle the letter next to the correct answer.

What is the supreme law of the land?

- A. Emancipation Proclamation
- B. The Constitution
- C. Gettysburg Address

51. What do we call the first ten amendments to the Constitution?

- A. Declaration of Independence
- B. Emancipation Proclamation
- C. The Bill of Rights

52. What is one right or freedom from the First Amendment?

- A. Speech
- B. School
- C. Vote

53. What are two rights in the Declaration of Independence?

- A. Life and Liberty
- B. Religion and the Pursuit of happiness
- C. Press and Liberty

54. What is freedom of religion?

- A. You can practice any religion, or not practice a religion
- B. You can practice certain religions from a given list
- C. You cannot practice religion

55. Name one branch or part of the government.

- A. Public Libraries
- B. Congress/Legislative
- C. Public Parks

56. What are the two parts of the US Congress?

- A. The Senate and House of Representatives
- B. The Senate and White House
- C. House of Representatives and The Senate

57. We elect a president for how many years?

- A. 2
- B. 4
- C. 8

58. In what month do we vote for president?

- A. January
- B. November
- C. April

59. If the president can no longer serve, who becomes president?

- A. The Secretary of State
 - B. The Vice President
 - C. The First Lady
60. Who is the commander in chief of the military?
- A. The President
 - B. The Secretary of State
 - C. Supreme Court Justices
61. Who vetoes bills?
- A. The Senate
 - B. The House of Representatives
 - C. The President
62. What is the highest court in the United States?
- A. The Supreme Court
 - B. Washington D.C. Courts
 - C. Tennessee Supreme Court
63. What is one responsibility that is only for United States citizens?
- A. Vote in a federal election
 - B. Practice Religion
 - C. Attend School
64. What do we show loyalty to when we say the Pledge of Allegiance?
- A. The United States
 - B. President
 - C. US Citizens
65. How old do citizens have to be to vote for president?

- A. Eighteen (18) and older
 - B. Twenty one (21) and Older
 - C. Twenty five (25) and Older
66. When is the last day you can send in federal income tax forms?
- A. March 15
 - B. April 15
 - C. November 15
67. Who lived in America before the Europeans arrived?
- A. American Indians/ Native Americans
 - B. African Americans
 - C. European Americans
68. What group of people was taken to America and sold as slaves?
- A. Africans/ People from Africa
 - B. Europeans/ People from Europe
 - C. Asians/ People from Asia
69. Who was the first president?
- A. Abraham Lincoln
 - B. George Washington
 - C. Ronald Reagan
70. Name the US war between the North and the South.
- A. American War
 - B. The Civil War/The War between the States
 - C. US War
71. What movement tried to end racial discrimination?

- A. Declaration of Independence
- B. Worker rights (movement)
- C. Civil rights (movement)

72. What did Martin Luther King, Jr. do?

- A. Fought for civil rights and the equality for all Americans
- B. Created the Constitution
- C. Gave the Gettysburg Address

73. What major event happened on September 11, 2001, in the United States?

- A. Independence Day
- B. Terrorists attacked the United States
- C. Forming of alliances with other countries

74. What is the capital of the United States?

- A. New York
- B. Las Angeles
- C. Washington, D.C