

## High School U.S. Government: Quarter 2 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1 Branches of Government and the Supreme Court	4-5 weeks	<i>Magruder's American Government and Civics, TN Edition</i>	Students analyze the unique roles and responsibilities of the three branches of government as established by the Constitution. Students summarize landmark United States Supreme Court interpretations of the Constitution and its amendments. Students will use the Constitution and the Bill of Rights to learn about the functioning of government and the robust system of checks and balances instituted by the framers of the Constitution.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	GC.9, GC.10, GC.11, GC.12, GC.13, GC.14, GC.15, GC.16, GC.17, GC.18, GC.19, GC.22, GC.23, GC.24
Q2, Unit 2 Civil Rights	3 weeks	<i>Magruder's American Government and Civics, TN Edition</i>	Students analyze the development and evolution of civil rights for women and minorities and how these advances were made possible by expanding rights under the Constitution. Students will justify with evidence the role of the Supreme Court and Congress in enacting changes to protection of rights.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	GC.15, GC.18, GC.46, GC.47, GC.48
Q2, Unit 3 Federal Government and the Economy, Tennessee State and Local Government	1-2 weeks	<i>Magruder's American Government and Civics, TN Edition</i>	Students analyze the influence of the federal government on the American economy. Students identify and explain the structure and functions of government at the state and local levels in Tennessee. Students will identify methods in which congress affects government activities at the state level, and how congress's decisions affect the global economy.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	GC.49, GC.50, GC.51, GC.52, GC.53, GC.54, GC.55, GC.56, GC.57, GC.58, GC.59, GC.60, GC.61, GC.62, GC.63, GC.64

# High School U.S. Government: Quarter 2 Map Instructional Framework

## Planning With the Map

The curriculum map outlines the content and pacing for each grade and subject. For grade 11, Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing.

To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning 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. While the curriculum map allows for flexibility and encourages each teacher and teacher teams to make thoughtful adjustments, our expectations for student learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

## Weekly Guidance

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, along with some critical text dependent questions and a set of weekly assessments in the form of standards-aligned writing prompts.

In order to assist students with the organization of content, and to aid teachers in assessing this writing, these prompts often include explicit organizational language or recommendations for constructing paragraphs. In each case, care has been taken to ensure that students must produce the appropriate social studies content, while still producing grade appropriate written work.

Because of this, these writing prompts will be content oriented, frequently relying on student knowledge for evidence and examples instead of discrete texts. **However, practice with text dependent questions and text analysis should be part the daily routine of every class period.** Moreover, while teachers are encouraged to supplement these writing tasks with level appropriate multiple choice and short answer assessments as necessary to demonstrate content knowledge as well, writing should be the largest part of any social studies assessment.

## Vocabulary Instruction

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary. Teachers are encouraged to become familiar with all of these strategies to understand which ones best meet their instructional needs:

- Contextual Redefinition....Appendix A p.58
- Frayer Model.....Appendix A p.59
- List/Group/Label.....Appendix A p.60
- Semantic Webbing.....Appendix A p.61
- SVES (Elaboration).....Appendix A p.62
- Vocabulary Squares.....Appendix A p.63
- Word Sorts.....Appendix A p.58

## Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Anchor topics are provided below as a starting point for the protocol, but the strategies can be used with any of the texts provided in the Anchor Text or supplemental texts. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- 3,2,1 .....p. 4
- Chunking.....p. 47
- Document Analysis Templates .....p. 61
- Evaluating Arguments in a Resource Book ..... p. 63
- Evidence Logs .....p. 66
- Read Aloud .....p. 130
- Reader's Theater .....p. 132
- Save the Last Word for Me .....p. 136
- Text to Text, Text to Self, Text to World .....p. 148
- Two Column Note Taking .....p. 157
- Word Wall .....p. 165

## High School U.S. Government: Quarter 2, Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards		
Q2, Unit 1 Branches of Government and the Supreme Court	4-5 weeks	<i>Magruder's American Government and Civics, TN Edition</i>	Students analyze the unique roles and responsibilities of the three branches of government as established by the Constitution. Students summarize landmark United States Supreme Court interpretations of the Constitution and its amendments. Students will use the Constitution and the Bill of Rights to learn about the functioning of government and the robust system of checks and balances instituted by the framers of the Constitution.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	GC.9, GC.10, GC.11, GC.12, GC.13, GC.14, GC.15, GC.16, GC.17, GC.18, GC.19, GC.22, GC.23, GC.24		
			<b>SAMPLE DAILY FRAMEWORK</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Texts</b>			Article II of the Constitution				
<b>Standards</b>			GC.24				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>			List, Group Label (Appendix A, p.12)—Executive Branch and the President				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>			<ul style="list-style-type: none"> <li>• Statement of Standards</li> <li>• Daily Agenda</li> <li>• Essential Question – What are the roles of the President of the United States?</li> </ul>				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>			Close Read—Article II of the Constitution				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>			Town Hall Circle- Article II of the Constitution				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>			Harvard Visible Thinking Routine—Headlines (The Roles of the President)				

## High School U.S. Government: Quarter 2, Unit 1 Vocabulary

Tier 2 Vocabulary - adjourn, recess, convene, at-large, delegate, tax, public debt, deficit spending, bankruptcy, legal tender, copyright, patent, territory, consensus, appropriate, successor, acquit, censure, quorum, engrossed, treaty, recognition, *persona non-grata*, pardon, domestic, absolve, alleviate, alternative, ambivalent, analyze, analyze, animosity, approximate, arbitrary, attribute, beneficial, comprehensive, connotation, contrast, credible, cursory, cynic, dearth, deficient, demonstrate, depict, derive, detract, devastate, digress, dilemma, diligent, dissent, distort, diversion, elation, elicit, escalate, evaluate, exacerbate, excerpt, exemplify, explicit, exposition, falter, feasible, feign, fluctuate, fluctuate, formulate, generate, gist, hypothetical, impartial, implausible, implication, imply, incentive, incoherent, indolent, infamous, infuriate, innovation, intercede, interpret, intimidate, isolate, jeopardize, lucrative, mandatory, mediate, mortify, niche, obscure, obsolete, pacify, perception, perspective, pertinent, ponder, prevalent, proponent, punitive, rapport, rationale, reconcile, redundant, respective, retaliate, sabotage, scrutiny, similar, simulate, squander, succumb, tangible, technique, traumatic, turmoil, valid, verify, viable, vulnerable

Tier 3 Vocabulary - bicameral, term, session, apportion, reapportion, off-year election, single member district, gerrymander, incumbent, continuous body, constituency, bill, floor consideration, oversight function, franking privilege  
Commerce power, eminent domain, Necessary and Proper Clause, strict construction, liberal construction, impeach, perjury, subpoena, Speaker of the House, President of the Senate, President *pro tempore*, majority leader, minority leader, standing committee, subcommittee, joint committee, conference committee, joint resolution, concurrent resolution, rider, filibuster, cloture, veto, pocket veto, presidential succession, Presidential Succession Act of 1947, presidential elector, electoral vote, winner-take-all, proportional representation, caucus, swing voter, battleground state, district plan, proportional plan, direct popular election, Executive Order, executive privilege, bureaucracy, federal budget, fiscal year, executive department, independent agency, inferior courts, jurisdiction, plaintiff, defendant, appellate jurisdiction, precedent, judicial restraint, judicial activism, criminal case, civil case, writ of certiorari

## High School U.S. Government: Quarter 2, Unit 1 - Week 1

Branches of Government and the Supreme Court: Week 1 - Legislative Branch	
<b>Essential Question(s)</b>	Whose views should members of Congress represent when voting? Why does the Constitution establish a bicameral legislature? How are the seats in the House distributed and what qualification must members meet? How does the Senate differ from the House? What roles and functions do members of Congress perform? What should be the limits on the powers of Congress? What powers over money and commerce does the Constitution give to Congress and what limits does it put on these powers? How do the expressed powers reflect the Framers' commitment to creating a strong but limited National Government? How has the doctrine of implied powers increased the powers of Congress? What non-legislative powers does the Constitution delegate to Congress? Can and should the lawmaking process be improved? How do committees help Congress do its work? What steps does a successful bill follow as it moves through the House? What are the major differences in the lawmaking process in the House and the Senate?
<b>Student Outcomes</b>	Students can analyze Article I of the Constitution, citing evidence for key topics, including: eligibility, term, removal, and powers. Students will describe the extent of the powers the President and Congress have in foreign affairs. Students can demonstrate the steps from idea, to bill, to law. Students can explain constitutional checks on the branches.
<b>Texts</b>	<b>Text Book:</b> <i>Magruder's American Government and Civics, TN Edition</i> , Chapters 10-12 <b>Required Texts</b> <ul style="list-style-type: none"> <li>• Article I of the US Constitution</li> </ul> <b>Recommended Protocol(s):</b> Close Read Protocol, Read Aloud, Document Analysis Templates <b>Supplemental Texts:</b>
<b>Suggested Classroom Strategies</b>	<b>Annotating Primary Sources</b> (Appendix B p.13): Article I of the Constitution <b>Big Paper</b> (Appendix B p.27) - Writing a letter to a Public Official <b>Gallery Walk</b> (Appendix B p.81) - Qualifications (formal/informal) for members of Congress <b>Jigsaw</b> (Appendix B p.101) - Congressional Districts, Gerrymandering, Congressional Apportionment <b>Socratic Seminar</b> (Appendix B p.138) - Should Congress have term limits? <b>Town Hall Circle</b> (Appendix B p.154) - Different Powers of Congress
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i>  Explain the process by which a bill becomes a law, using a sample law of your own creation. Explain each step of the law from idea to final passage. <b>As you write, follow the directions below.</b> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	GC.9 Analyze Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law. (P) GC.11 Identify current representatives from Tennessee in the legislative branch of the national government. (P, TN)

GC.21 Analyze the processes of lawmaking, including the role of lobbying and the media. (P)

GC.24 Identify and explain powers that the Constitution gives to the President and Congress in the area of foreign affairs. (P)

## High School U.S. Government: Quarter 2, Unit 1 - Week 2

<b>Branches of Government and the Supreme Court: Week 2- Executive Branch</b>	
<b>Essential Question(s)</b>	What is the role of the President and the Vice President? How have the powers of the President grown and expanded through the course of historical events? What are the powers of the President in regards to foreign affairs? How is the President elected?
<b>Student Outcomes</b>	Students can analyze Article II of the Constitution, citing evidence for key topics, including: eligibility, term, elections, powers. Students can contact a representative, have a guest speaker, and know the party of their representative. Students will use evidence from major events to determine how presidential power has changed during the last 100 years. Students will describe the extent of the powers the President and Congress have in foreign affairs.
<b>Texts</b>	<b>Text Book:</b> <i>Magruder's American Government and Civics, TN Edition</i> , Chapters 13-14 <b>Required Texts</b> <ul style="list-style-type: none"> <li>Article II of the US Constitution</li> <li>Amendments</li> </ul> <b>Recommended Protocol(s):</b> Close Read, Image Analysis, Chunking <b>Supplemental Texts:</b>
<b>Suggested Classroom Strategies</b>	<b>Annotating Primary Sources</b> (Appendix B p.13): Article II of the Constitution <b>Café Conversation</b> (Appendix B p.39) - Role of the Vice President <b>Barometer</b> (Appendix B p.23) - Winner Take All vs. Proportional Representation <b>Socratic Seminar</b> (Appendix B p.138) - The Electoral College: Is it still the best way to elect the President? <b>Town Hall Circle</b> (Appendix B p.154) - Does the President have too much power? <b>Analyzing Visual Images</b> (Appendix B p.10) - The Means of Gaining Power, textbook p.402
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> Evaluate the effectiveness of the Electoral College as a method for electing the President. Be sure to address the following ideas in your response: <ul style="list-style-type: none"> <li>The original reasons for the Electoral College</li> <li>Potential problems with the Electoral College</li> <li>Alternative methods to electing the President</li> </ul> <b>As you write, follow the directions below.</b> <ul style="list-style-type: none"> <li>Address all parts of the prompt.</li> <li>Include information and examples from your own knowledge of social studies.</li> </ul> Use evidence from the sources to support your response.
<b>Standards</b>	GC.12 Analyze Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers. (P) GC.20 Explain how conflicts between levels of government and branches of government are resolved (supremacy clause, checks and balances). (P) GC.23 Evaluate various explanations for actions or events through textual evidence to analyze the scope of presidential power and decision-making related to significant examples, including the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and intervention in Bosnia. (H, P) GC.24 Identify and explain powers that the Constitution gives to the President and Congress in the area of foreign affairs. (P)

## High School U.S. Government: Quarter 2, Unit 1 - Week 3

<b>Branches of Government and the Supreme Court: Week 3 - Judicial Branch</b>	
<b>Essential Question(s)</b>	What is the role of the judicial branch? How does the structure of the federal court system allow it to administer justice effectively? What are the structure and function of the national judiciary? What are the structure and function of the inferior courts? What is the Supreme Court's jurisdiction, and how does the Court operate?
<b>Student Outcomes</b>	Students can analyze Article III of the Constitution, citing evidence for key topics, including: power, terms, and jurisdiction. Students can watch some of the Senate confirmation hearings on a current Justice of the Supreme Court. Students will explain the difference between activism and restraint, and show how it applies to public policy and Supreme Court decisions. Students will use <a href="http://landmarkcases.org">landmarkcases.org</a> to read summaries, answer questions, and have discussion on legal concepts regarding various Supreme Court cases
<b>Texts</b>	<b>Text Book:</b> <i>Magruder's American Government and Civics, TN Edition</i> , Chapters 18 <b>Required Texts</b> <ul style="list-style-type: none"> <li>• Article III of the Constitution</li> <li>• Bill of Rights</li> </ul> <b>Recommended Protocol(s):</b> <b>Supplemental Texts:</b> DBQ Project
<b>Suggested Classroom Strategies</b>	<b>Document Analysis Template</b> (Appendix B p.61): The DBQ Project: Mini-Qs in Civics: Is the American Jury System Still a Good Idea? (SCS Q1 Resources) <b>Barometer</b> (Appendix B p.23) - Judicial Restraint vs. Activism <b>Anticipation Guides</b> (Appendix B, p.16) - What is the role of the judicial branch? <b>Chunking</b> (Appendix B p.47) - Article III of the Constitution <b>Jigsaw</b> (Appendix B p.101) - Current members of the Supreme Court
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> Compare and contrast the approaches of original constructionists with those of proponents of the Constitution as a living document. Be sure to address the following ideas in your response: <ul style="list-style-type: none"> <li>• Explanation of original constructionists</li> <li>• Explanation of the Constitution as a living document</li> <li>• Evidence from Supreme Court cases of each approach being used by the court</li> </ul> <b>As you write, follow the directions below.</b> <ul style="list-style-type: none"> <li>• Address all parts of the prompt.</li> <li>• Include information and examples from your own knowledge of social studies.</li> <li>• Use evidence from the sources to support your response.</li> </ul>
<b>Standards</b>	GC.13 Analyze Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the United States Supreme Court. (P) GC.14 Explain the processes of selection and confirmation of Supreme Court justices. (P) GC.16 Analyze judicial activism and judicial restraint and the effects of each policy over time (e.g., the Warren and Rehnquist courts). (H, P) GC.17 Assess and cite textual evidence to evaluate the effects of the United States Supreme Court's interpretations of the Constitution in <i>Marbury v. Madison</i> , <i>McCulloch v. Maryland</i> , and <i>United States v. Nixon</i> and the arguments espoused by each side in these cases. (H, P)

## High School U.S. Government: Quarter 2, Unit 1 - Week 4

Branches of Government and the Supreme Court: Week 4- The Supreme Court	
<b>Essential Question(s)</b>	How has interpretation of the Constitution changed over time? How can the judiciary balance individual rights with the common good? To what extent has the judiciary protected the rights of privacy, security, and personal freedom? What controversies have resulted over changing interpretations of civil rights? What are the justifications for the Constitution as a living document vs. the need for determining original intent? How is the court system organized?
<b>Student Outcomes</b>	Students will examine the Amendments to see how they interact with them in their daily lives. Students can examine the evolution of civil rights to see how things have changed over time Students will formulate a writing piece on their interpretation of the Constitution as it relates to a strict or loose reading. Students will explain the horizontal and vertical alignment of the court systems in the United States.
<b>Texts</b>	<b>Text Book:</b> <i>Magruder's American Government and Civics, TN Edition, Chapters 19-20</i> <b>Required Texts</b> <ul style="list-style-type: none"> <li>• Article III of the Constitution</li> <li>• Case Texts from Textbook</li> </ul> <b>Recommended Protocol(s):</b> Close Read, Image Analysis, Chunking <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Suggested Classroom Strategies</b>	<b>Chunking</b> (Appendix B p.47) - Bill of Rights <b>Close Reading Protocol</b> (Appendix B p.50) - Amendments 11-27 <b>Four Corners</b> (Appendix B p.78) - Limits on Free Speech <b>SPAR Debate</b> (Appendix B p.142) - Limits on right to privacy <b>Anticipation Guide</b> (Appendix B p.16) - What are the limits on our Constitutional Rights? <b>Jigsaw</b> (Appendix B p.101) - What rights do students have/don't have at school?
<b>Assessment(s)</b>	Students will research and write a paper on one of the Supreme Court cases mentioned in the standards, and include in a summary the facts, issue presented to the Court, a brief analysis of the case, and the ruling of the Court. Please include a list of sources for the paper.
<b>Standards</b>	GC.15 Evaluate various interpretations and determine which explanations best accord with textual evidence to understand the changing interpretations of the Bill of Rights over time including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the 14th Amendment through examination of the following cases: (H, P) <ul style="list-style-type: none"> <li>• Mapp v. Ohio</li> <li>• Tinker v. Des Moines</li> <li>• Engel v. Vitale</li> <li>• Schenck v. United States</li> <li>• Gideon v. Wainwright</li> <li>• Brandenburg v. Ohio</li> <li>• Texas v. Johnson</li> <li>• Reno v. American Civil Liberties Union</li> </ul>

GC.18 Explain the controversies that have resulted over evolving interpretations of civil rights, including those in: (H, P)

- Plessy v. Ferguson
- Brown v. Board of Education
- Miranda v. Arizona
- Regents of the University of California v. Bakke
- United States v. Virginia (VMI)
- New Jersey v. TLO
- Roe v. Wade
- Korematsu v. United States
- Hazelwood v. Kuhlmeier

GC.19 Write an opinion piece with supporting details that argues whether to interpret the U.S. Constitution as a "living document" or to determine the "original intent" of the Founding Fathers. (H)

GC.22 Identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among them. (P)

## High School U.S. History: Quarter 2, Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards		
Q2, Unit 2 Civil Rights	3 weeks	<i>Magruder's American Government and Civics, TN Edition</i>	Students analyze the development and evolution of civil rights for women and minorities and how these advances were made possible by expanding rights under the Constitution.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	GC.15, GC.18, GC.46, GC.47, GC.48		
			<b>SAMPLE DAILY FRAMEWORK</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Texts</b>			A Time For Choosing (Textbook TN821)				
<b>Standards</b>			GC.41				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>			<a href="#">Liberty vs. Security</a>				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>			<ul style="list-style-type: none"> <li>• Statement of Standards</li> <li>• Daily Agenda</li> <li>• Essential Question – What are the values and principles of a free and civil society?</li> </ul>				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>			Close Read—Gettysburg Address (Textbook TN817)				
<b>.Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>			Think/Pair/Share- Small group discussion comparing the two documents				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>			What is the message of these two documents?				

## High School U.S. History: Quarter 2, Unit 2 Vocabulary

Tier 2 Vocabulary - aberration, abstract, accolade, accommodate, aesthetic, affinity, altercation, ameliorate, amicable, anarchy, anomaly, appall, archaic, arduous, articulate, astute, authoritarian, aversion, biased, brevity, cajole, callous, capitulate, catalyst, catharsis, caustic, censure, chastise, clamor, coalesce, cognizant, commiserate, composure, conciliatory, contract, copious, cordial, dearth, debilitate, decadence, deference, delineate, deprecate, despot, devious, didactic, disparage, dissonance, duplicity, edifice, effervescent, egregious, elusive, equivocal, erroneous, exemplary, expedient, extraneous, formidable, frivolous, grueling, haphazard, heretic, hindrance, hypocrisy, iconoclast, incessant, incidental, incite, incorrigible, indict, indoctrinate, insurgent, intangible, judicious, lavish, listless, meager, meander, negligent, obliterate, ponderous, preclude, prerequisite, proximity, rectify, rescind, resolution, rigorous, scrutinize, substantiate, surmise, tirade, turbulence, unimpeachable, unobtrusive, usurp, vacillate, whimsical

Tier 3 Vocabulary - rational basis test, strict scrutiny test, separate-but-equal doctrine, affirmative action, quota, reverse discrimination

## High School U.S. Government: Quarter 2, Unit 2 - Week 1

<b>Civil Rights: Week 1</b>	
<b>Essential Question(s)</b>	Why are there ongoing struggles for civil rights? How have various minority groups in American society been discriminated against? How has the interpretation of the guarantee of equal rights changed over time? What is the history of civil rights legislation from Reconstruction to today? How can American citizenship be attained and how has immigration policy changed over the years?
<b>Student Outcomes</b>	Students will examine the Amendments to see how they interact with them in their daily lives.
<b>Texts</b>	<p><b>Text Book:</b> <i>Magruder's American Government and Civics, TN Edition, Chapter 21</i></p> <p><b>Required Texts</b></p> <ul style="list-style-type: none"> <li>• Mapp vs. Ohio</li> <li>• Tinker vs. Des Moines</li> <li>• Engel vs. Vitale</li> <li>• Schenck vs. United States</li> <li>• Gideon vs. Wainwright</li> <li>• Brandenburg vs. Ohio</li> <li>• Texas vs. Johnson</li> <li>• Reno vs. American Civil Liberties Union</li> </ul> <p><b>Recommended Protocol(s):</b> Jigsaw, Gallery Walk, Annotating and Paraphrasing Sources</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Suggested Classroom Strategies</b>	<p><b>Jigsaw</b> (Appendix B, p.101) - History of segregation in America</p> <p><b>Chunking</b> (Appendix B, p.47) - Rational Basis Test and Strict Scrutiny</p> <p><b>Close Reading Protocol</b> (Appendix B, p.52) - Supreme Court cases, <a href="#">Oyez</a></p> <p><b>Big Paper</b> (Appendix B, p.27) - Review landmark civil rights cases, what they stand for, and why they are important</p>
<b>Assessment(s)</b>	Analyze the changes in interpretations of the constitution over time, including interpretations of basic freedoms from the first amendment and due process and equal protection in the 4 <sup>th</sup> , 5 <sup>th</sup> , and 14 <sup>th</sup> amendments using evidence from the Supreme Court cases studied during this unit.
<b>Standards</b>	<p>GC.15 Evaluate various interpretations and determine which explanations best accord with textual evidence to understand the changing interpretations of the Bill of Rights over time including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the 14th Amendment through examination of the following cases: (H, P)</p> <ul style="list-style-type: none"> <li>• Mapp v. Ohio</li> <li>• Tinker v. Des Moines</li> <li>• Engel v. Vitale</li> <li>• Schenck v. United States</li> <li>• Gideon v. Wainwright</li> <li>• Brandenburg v. Ohio</li> <li>• Texas v. Johnson</li> </ul>

## High School US History: Quarter 2, Unit 2 - Week 2

<b>Civil Rights: Week 2</b>	
<b>Essential Question(s)</b>	Why are there ongoing struggles for civil rights? How have various minority groups in American society been discriminated against? How has the interpretation of the guarantee of equal rights changed over time? What is the history of civil rights legislation from Reconstruction to today? How can American citizenship be attained and how has immigration policy changed over the years?
<b>Student Outcomes</b>	Students will examine the evolution of civil rights to see how things have changed over time.
<b>Texts</b>	<p><b>Text Book:</b> <i>Magruder's American Government and Civics, TN Edition, Chapter 21</i></p> <p><b>Required Texts</b></p> <ul style="list-style-type: none"> <li>• Constitution</li> <li>• Bill of Rights</li> </ul> <p><b>Recommended Protocol(s):</b> Jigsaw, Gallery Walk, Annotating and Paraphrasing Sources</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Suggested Classroom Strategies</b>	<p><b>Human Timeline</b> (Appendix B, p.89) - Evolution of Civil Rights and landmark laws/legal cases</p> <p><b>Café Conversations</b> (Appendix B, p.39) - How have civil rights changed since Reconstruction?</p> <p><b>Big Paper</b> (Appendix B, p.27) - Review landmark civil rights cases, what they stand for, and why they are important</p> <p><b>SPAR Debate</b> (Appendix B, p.142) - How do Civil Rights need to evolve from the present?</p> <p><b>3-2-1</b> (Appendix B, p.4) - Three things I have learned about civil rights, two questions that I still have, one aspect of this lesson that I enjoyed</p>
<b>Assessment(s)</b>	<p>Analyze the changes in Civil Rights because of Supreme Court cases and legislation since the Civil War. Include explanations of the following cases or laws:</p> <ul style="list-style-type: none"> <li>• Plessy vs. Ferguson</li> <li>• Jim Crowe</li> <li>• Brown vs. Board of Education</li> <li>• The Voting Rights Act</li> <li>• The Civil Rights Act of 1964</li> <li>• The Civil Rights Act of 1968</li> <li>• The 13<sup>th</sup>-15<sup>th</sup> Amendments</li> </ul>
<b>Standards</b>	<p>GC.18 Explain the controversies that have resulted over evolving interpretations of civil rights, including those in: (H, P)</p> <ul style="list-style-type: none"> <li>• Plessy v. Ferguson</li> <li>• Brown v. Board of Education</li> <li>• Miranda v. Arizona</li> <li>• Regents of the University of California v. Bakke</li> <li>• United States v. Virginia (VMI)</li> <li>• New Jersey v. TLO</li> <li>• Roe v. Wade</li> <li>• Korematsu v. United States</li> <li>• Hazelwood v. Kuhlmeier</li> </ul>

## High School US History: Quarter 2, Unit 2 - Week 3

<b>Civil Rights: Week 3</b>	
<b>Essential Question(s)</b>	What were the results of the Civil Rights Movement? How did legislation and legal precedents change American society? How did legislation and legal precedents change the role and opportunities of women in America? How did legislation and legal precedents establish rights for the disabled, Hispanics, Native Americans, Asians, and other minority groups? What tensions exist between protected categories?
<b>Student Outcomes</b>	Why are there ongoing struggles for civil rights? How have various minority groups in American society been discriminated against? How has the interpretation of the guarantee of equal rights changed over time? What is the history of civil rights legislation from Reconstruction to today? How can American citizenship be attained and how has immigration policy changed over the years?
<b>Texts</b>	<p><b>Text Book:</b> <i>Magruder's American Government and Civics, TN Edition</i>, Chapter 21</p> <p><b>Required Texts</b></p> <ul style="list-style-type: none"> <li>• Constitution</li> <li>• Bill of Rights</li> </ul> <p><b>Recommended Protocol(s):</b> Jigsaw, Gallery Walk, Annotating and Paraphrasing Sources</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Excerpts from Seneca Falls Declaration of Sentiments and Resolution 1848</li> <li>• "I Have a Dream" speech, and Letter from a Birmingham Jail, Martin Luther King, Jr.</li> </ul>
<b>Suggested Classroom Strategies</b>	<p><b>Close Read Protocol</b> (Appendix B, p.50) - Declaration of Sentiments</p> <p><b>Document Analysis Template</b> (Appendix B, p.61) - Chapter 21 DBQ</p> <p><b>Chunking</b> (Appendix B, p.47) - I Have a Dream Speech</p> <p><b>Socratic Seminar</b> (Appendix B, p.138) - Letter from a Birmingham Jail</p>
<b>Assessment(s)</b>	Naturalization Test (State Graduation requirement)
<b>Standards</b>	<p>GC.46 Describe the Civil Rights Movement and analyze resulting legislation and legal precedents. (C, H, P)</p> <p>GC.47 Describe the women's rights movement and analyze resulting legislation and legal precedents. (C, H, P)</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 ones (United States v. Carolene Products, Adarand Constructors v. Pena). (C, H, P)</p>

## High School US History: Quarter 2, Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards		
Q2, Unit 3 Federal Government and the Economy, Tennessee State and Local Government	2 weeks	<i>Magruder's American Government and Civics, TN Edition</i>	Students will analyze the influence of the federal government on the American economy. Students will identify and explain the structure and functions of government at the state and local levels in Tennessee.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	GC.49, GC.50, GC.51, GC.52, GC.53, GC.54, GC.55, GC.56, GC.57, GC.58, GC.59, GC.60, GC.61, GC.62, GC.63, GC.64		
			<b>SAMPLE DAILY FRAMEWORK</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Texts</b>			Tennessee Constitution (TN827)				
<b>Standards</b>			GC.54				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>			Fray Model--Ratification				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>			<ul style="list-style-type: none"> <li>• Statement of Standards</li> <li>• Daily Agenda</li> <li>• Essential Question – How is the Tennessee State Constitution different from the United States Constitution?</li> </ul>				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>			Annotating and Paraphrasing Sources—Tennessee Constitution				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>			SPAR Debate—What powers should the state have over its people? Does Tennessee government have too much power?				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>			Harvard Visible Thinking Routine—What Makes You Say That - Pros and Cons of Federalism				

## High School US History: Quarter 2, Unit 3 Vocabulary

Tier 2 Vocabulary - anachronistic, abbreviate, abdicate, abstinence, adulation, adversity, aesthetic, amicable, anecdote, anonymous, antagonist, arid, assiduous, asylum, benevolent, camaraderie, censure, circuitous, clairvoyant, collaborate, compassion, compromise, condescending, conditional, conformist, congregation, convergence, deleterious, demagogue, digression, diligent, discredit, disdain, divergent, empathy, emulate, enervating, enhance, ephemeral, evanescent, exasperation, exemplary, extenuating, florid, fortuitous, frugal, hackneyed, haughty, hedonist, hypothesis, impetuous, impute, incompatible, inconsequential, inevitable, integrity, intrepid, intuitive, jubilation, lobbyist, longevity, mundane, nonchalant, novice, opulent, orator, ostentatious, parched, perfidious, precocious, pretentious, procrastinate, prosaic, prosperity, provocative, prudent, querulous, rancorous, reclusive, reconciliation, renovation, resilient, restrained, reverence, sagacity, scrutinize, spontaneity, spurious, submissive, substantiate, subtle, superficial, superfluous, suppress, surreptitious, tactful, tenacious, transient, venerable, vindicate, wary

Tier 3 Vocabulary - fundamental law, initiative, statutory law, constituent power, referendum, recall, item veto, clemency, pardon, reprieve, parole, common law, tort, magistrate, incorporation, charter, zoning, county, township, municipality, sales tax, regressive tax, income tax, progressive tax, property tax, assessment, estate tax

## High School U.S. History: Quarter 2, Unit 3 - Week 1

<b>Federal Government and the Economy: Week 1</b>	
<b>Essential Question(s)</b>	How should the federal budget reflect Americans' priorities? How is the Federal Government financed? What effect does borrowing have on the federal budget and the nation's economy? How is federal spending determined? How does the federal government achieve its economic goals? To what extent should governments participate in the economy? What is the role of government in the American economy? How does the Federal Government support economic growth at home and abroad?
<b>Student Outcomes</b>	Students will examine the relationship between the government and economy in areas of defense, environment, property, and competition. Students will examine governmental fiscal policies. Students will examine the need and purpose of government provided goods and services. Students will examine the tax system and budget of the federal government. Students will show how taxes and spending are part of the budget and debt.
<b>Texts</b>	<b>Text Book:</b> <i>Magruder's American Government and Civics, TN Edition</i> , Chapter 16, 23 <b>Required Texts</b> <ul style="list-style-type: none"> <li>• Excerpts from the Federal Budget</li> <li>• Excerpts from <i>The Wealth of Nations</i> by Adam Smith (SCS Supplemental Packet)</li> <li>• Excerpts from <i>The Communist Manifesto</i> by Karl Marx (SCS Supplemental Packet)</li> </ul> <b>Recommended Protocol(s):</b> Jigsaw, Gallery Walk, Annotating and Paraphrasing Sources <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>• The Federal Reserve Map (Textbook, p.694)</li> </ul>
<b>Suggested Classroom Strategies</b>	<b>Anticipation guides</b> (Appendix B, p.16) -The power to tax <b>Gallery Walk</b> (Appendix B, p.81) - Different types of taxes <b>Jigsaw</b> (Appendix B, p.101) - Public debt <b>People-in-History Bingo</b> (Appendix B, p.127) - Key figures in The Fed <b>Analyzing Visual Images</b> (Appendix B, p.10) - Progressive taxes, surplus and deficit, public debt, federal spending comparison <b>Document Analysis Templates</b> (Appendix B p.61) - The DBQ Project: Mini-Qs in Civics: The Preamble and the Federal Budget: Are We Slicing the Pie Correctly?
<b>Assessment(s)</b>	Textbook DBQ p.703
<b>Standards</b>	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. (E, P) GC.50 Explain the aims of government fiscal policies (taxation, borrowing, and spending) and their influence on production, employment, and price levels. (E, P) GC.51 Describe how the government responds to perceived social needs by providing public goods and services. (E, P) GC.52 Explain major revenue and expenditure categories and their respective proportions in the budgets of the federal government. (E, P) GC.53 Describe how federal tax and spending policies affect the national budget and the national debt. (E, P)

## High School U.S. History: Quarter 2, Unit 4 - Week 2

<b>Tennessee State and Local Government: Week 2</b>	
<b>Essential Question(s)</b>	<p>How much power should state government have?</p> <p>What are the defining features of state constitutions?</p> <p>What are the defining traits and purpose of state legislatures?</p> <p>What are the roles and powers of a governor?</p> <p>How do state and local courts apply different types of law?</p> <p>How local should government be?</p> <p>What are the similarities and differences of local governments?</p> <p>How do city governments serve the needs of residents and other Americans?</p> <p>What services do state and local governments provide?</p> <p>How do state governments raise money to pay for services?</p>
<b>Student Outcomes</b>	<p>Students will show how the Tennessee government powers and authority function.</p> <p>Students will examine the similarities and differences between the state and federal system of principles of government.</p> <p>Students will examine how the state and local court systems function in Tennessee.</p> <p>Students will examine the role of the governor in Tennessee.</p> <p>Students will show how state and local governments work together.</p> <p>Students will explain the different levels of state government and how they function.</p> <p>Students will show how they can become involved in local government to create change.</p> <p>Students will write a paper to show how civic involvement creates change in the political process.</p> <p>Students will know current members of government and examine current legislation.</p> <p>Students will know the current governor and his/her policies to improve Tennessee.</p> <p>Students will examine local public policy to see how it could impact the community (high school requirement).</p>
<b>Texts</b>	<p><b>Text Book:</b> <i>Magruder's American Government and Civics, TN Edition</i>, Chapter 24, 25</p> <p><b>Required Texts</b></p> <ul style="list-style-type: none"> <li>• Constitution</li> <li>• Bill of Rights</li> <li>• Tennessee Constitution</li> </ul> <p><b>Recommended Protocol(s):</b> Jigsaw, Gallery Walk, Annotating and Paraphrasing Sources</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Suggested Classroom Strategies</b>	<p><b>Alphabet Brainstorm</b> (Appendix B, p.7) - Similarities and differences between the national and state constitution</p> <p><b>Analyzing Images</b> (Appendix B, p.10) - Choosing executive officers, criminal vs. civil law, state and local spending</p> <p><b>Gallery Walk</b> (Appendix B, p.81) - Vital services that state and local governments provide</p> <p><b>SPAR</b> (Appendix B, Page 142) - providing social services vs. lowering/raising taxes</p>
<b>Assessment(s)</b>	<p>Group activity:</p> <p>Create a chart or concept web that shows what state constitutions do that the U.S. constitution does not? Why?</p> <p>What polices/issues are for the federal government to decide? The states? Why?</p>
<b>Standards</b>	GC.54 Identify and describe the provisions of the Tennessee Constitution that define and distribute powers and authority of the state

government. (P, TN)

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, TN)

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, TN)

GC.57 Summarize the functions of departments or agencies of the executive branch in the state of Tennessee. (P, TN)

GC.58 Compare and contrast the legal, fiscal, and operational relationship between state and local governments in Tennessee. (E, P, TN)

GC.59 Explain the differences among the types of local governments in Tennessee, including county government, city government, and metro government. (P, TN)

GC.60 Describe how citizens can monitor and influence local and state government as individuals and members of interest groups. (P, TN)

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. (C, P, TN)

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, TN)

GC.63 Identify the current governor of Tennessee and examine his/her platform for improving the quality of life in Tennessee. (P, TN)

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. (C, P, TN)