

WGSD Curriculum US GOVERNMENT A  
 Three Branches of Government  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1 A: Principles of constitutional democracy in the United States  
 SS1 B: Roles of citizens and governments in carrying out constitutional principles  
 SS2 A: Principles and purposes of government

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to evaluate the roles of the three branches of government in terms of their responsibilities, checks and balances, and how they reflect constitutional principles.</p>	<p>4: The student demonstrates an in-depth inference of advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> <li>● investigating and interpreting the responsibilities of the each branch of government and analyzing the ways in which they interact. (SS2A.b)</li> <li>● deducing the ways in which the checks and balances on each branch affect the other two branches. (SS1A.c, SS2A.b)</li> <li>● researching and analyzing the progression of the relationship between the three branches of government. (SS1A.c, SS2A.b)</li> <li>● inferring the relevance and connection of constitutional principles in the U.S. Constitution, Federalist Papers, Bill of Rights, and</li> </ul>

significant Supreme Court cases. (SS1A.D)

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: executive branch, legislative branch, judicial branch, checks and balances, federalism, Bill of Rights, amendment, key Supreme Court decisions.
- performing specific processes, such as:
  - identifying the responsibilities of each branch of government.
  - listing the checks and balances on each branch of government.
  - explaining the most significant constitutional principles.

1: The student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

- Students learn the process of how a bill becomes a law.
- Students learn the responsibilities of each branch.
- Students learn the checks and balances associated with each branch.
- Students understand the political ideas expressed in the U.S. Constitution.

<u>Learning Design</u>

WGSD Curriculum -- US GOVERNMENT A  
 Constitutional Principles  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1A Principles of republic in the United States

SS2A Principles and purposes of government

SS1B Explain the relevance and connection of constitutional principles in the following documents: U.S. Constitution, Federalist Papers, Amendments to Constitution, emphasizing Bill of Rights, Key Supreme Court decisions Marbury v. Madison, McCulloch v. Maryland, Miranda v. Arizona, Plessy v. Ferguson, Brown v. Topeka Board of Education.

Learning Goal

Students will be able to analyze the influence of constitutional principles on the U.S. Constitution, Federalist Papers, Amendments to Constitution, Bill of Rights, and key Supreme Court decisions.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- synthesizing theories about the influence of the Constitution, Federalist Papers, Amendments, Bill of Rights, and key Supreme Court decisions on contemporary U.S. politics. (SS1A.c)
- taking a position on the U.S. Constitution as a living document that

	<p>has changed due to key Supreme Court Cases and the amendment process. (SS1A.c, SS2A.a)</p> <ul style="list-style-type: none"> <li>● researching and evaluating the evolution of the changing definition of civil and voting rights. (SS1A.c, SS2A.a)</li> </ul> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as: <i>U.S. Constitution, Federalist Papers, Amendments to Constitution, emphasizing Bill of Rights, Key Supreme Court decisions; Marbury v. Madison, McCulloch v. Maryland, Miranda v. Arizona, Plessy v. Ferguson, Brown v. Topeka Board of Education.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>● identifying historical documents associated with the U.S. Constitution.</li> <li>● naming the influences of the historical documents.</li> <li>● naming the issues at stake in key Supreme Court decisions.</li> <li>● identifying the significance of the rights named in the Bill of Rights and amendments delineating civil and voting rights.</li> </ul> </li> </ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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### Learning Targets

- Students learn why certain key Supreme Court decisions have shaped life in America today.
- Students learn some ways in which key debates were framed by documents such as the Federalist Papers.
- Students learn the Bill of Rights and the legal evolution of voting rights and civil rights.

<u>Learning Design</u>

US GOVERNMENT A  
 Historical Foundations of American Democracy  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1A Principles of republic in the United States

Learning Goal

Students will be able to analyze the contribution of seminal historical documents to the development of U.S. Government.

Proficiency Scales

4: The student demonstrates in in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery with the learning goal by

- researching and evaluating the influence of the Enlightenment writers on early colonial government. (SS1A.d, SS1A.e)
- tracing and analyzing the development of U.S. Government beginning with the Mayflower Compact. (SS1A.d)
- investigating and drawing conclusions about the influence of the Magna Carta and Mayflower Compact on the Declaration of Independence and the Articles of Confederation. (SS1A.d, SS1A.e)

2: The student demonstrates he/she is nearing proficiency by

- recognizing and recalling specific vocabulary, such as: *Magna*

*Carta, Hobbes, Locke, Rousseau, Montesquieu, Social Contract Theory, Mayflower Compact, Declaration of Independence, Articles of Confederation.*

- performing specific processes
  - identifying seminal historical documents.
  - naming the influences of the historical documents.
  - chronologically ordering major government documents and writings leading to the U.S. Constitution.

1: The student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- Students learn the premises of the major philosophical and historical writings that underpin U.S. Government.
- Students learn how the premises influenced the foundations of U.S. Government.
- Students interpret and trace the influences in the government documents themselves.

### Learning Design



WGHS Curriculum -- U.S. Government A  
Historical Skills  
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS7 Knowledge and the use of tools of social science inquiry (such as surveys, statistics, maps, and documents)

High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to apply the skills necessary for the effective study of history.

Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- accessing a variety of sources including primary and secondary sources for specific research tasks. (SS7.A, SS7.E)
- analyzing research materials for relevance and credibility. (SS7.C)
- differentiating between fact and opinion and detecting perspective and bias in historical materials. (SS7.C)
- interpreting maps, graphs, diagrams, pictures, and political cartoons to infer the meaning and purpose of each in a historical

context. (SS7.B, SS7.F)

2: Student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *primary and secondary sources, bias, perspective, editorial, etc.*
  
- performing specific processes, such as:
  - recognizing the existence of a variety of sources including primary and secondary sources.
  - explaining why relevance and credibility is important when conducting research.
  - describing the difference between fact and opinion and realizing the existence of perspective and bias in historical materials.
  - identifying how maps, graphs, diagrams, pictures, and political cartoons can function as a means to express historical content.

1: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- The student learns through the use of primary and secondary source documents.
- The student learns how to interpret primary vs. secondary source documents.
- The student learns how to interpret the map of the electoral college.

<u>Learning Design</u>

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### Learning Targets

- Students learn the process of how a bill becomes a law.
- Students learn the responsibilities of each branch.
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<u>Learning Design</u>

WGSD Curriculum -- US GOVERNMENT A  
 Roles and Responsibilities of Groups and Individuals  
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

SS1A Principles of constitutional democracy in the United States  
 SS6 Knowledge of relationships of the individual and groups to institutions and cultural traditions

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to critically interpret the roles of special interest groups, institutions, and individual citizens in maintaining a functional participatory democracy.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovations with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"> <li>● analyzing how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects. (SS6.L)</li> <li>● predicting the consequences that can occur when institutions fail to meeting the needs of individuals and groups. (SS6.N.1)</li> <li>● analyzing the role of citizenship in a successful participatory democracy and reflecting on their own responsibility as a citizen. (SS6.N.2)</li> <li>● investigating and critically evaluating the interactions of existing PACS, parties, and special interest groups in order to take a position on a major issue. (SS6.N)</li> </ul>

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>special interest group, PACS, citizenship, political parties, lobbyists, participatory democracy.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ identifying the voting and civil rights amendments.</li><li>○ identifying the effects that special interest groups play in a democracy.</li><li>○ explaining the responsibilities of good citizenship.</li></ul></li></ul> <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>● Students learn about the function of PACs, political parties, and special interest groups.</li><li>● Students trace the influence of certain interest groups on the development of civil rights.</li><li>● Students explore the responsibilities of their citizenship in a participatory democracy.</li></ul>	

