

MCSD | Grade: HS | Content: American Government | Priority Standard: American Politics, Ideologies, Public Policy, Civic Participation

4.0 Complex	In addition to the 3.0 target, in-depth inferences and applications that go beyond the target content	
	Students will in addition to voting will provide evidence that they exercised political participation, that was previously validated by the teacher	
3.5	In addition to target performance, in-depth inferences and applications with partial understanding	
3.0 Target	The student exhibits no major errors or omissions GLE: Civics 4.6.1 B, C, D and 4.6.3 A Describe and evaluate the effectiveness and acceptability of a variety of methods of civic participation that individuals and groups may use to shape policy at various levels of government. Explain the roles and influence of individuals, groups, and the press, as checks on governmental practices. For example: Direct contact with elected officials, participation in civic organizations, use of social media, and attendance at local governance meetings. Evaluate traditional and non-traditional types of media (both historic and modern), including social media for reliability, credibility, and how they may influence government policy and public opinion. Describe how members of a civil society can impact public policy on local, state, national, or international issues by exercising their civic rights and responsibilities. For example: Participation in primaries and general elections, contact with elected officials, petitions, protesting, attending public forums, or through initiatives and referenda.	
	- Describe the nature and role of political parties in the United States - Explain the significance of campaigns and elections in the American political system, including current criticisms of campaigns and proposals for their reform - Explain the importance of various means of participating in American politics, including means other than voting. - Students can interpret and identify different forms of media bias from a variety of sources.	
2.5	No major errors or omissions regarding the 2.0 foundational content and partial understanding of the 3.0 target content	
2.0 Foundational	- Describe how the President is elected. - List differences between political parties. - Describe how money and media influence politics. - Identify ways to politically participate.	Vocab: American political culture, equality of opportunity, Bipartisan, Democratic, Republican, Libertarian, Green Parties, social media, media bias, two party system, third parties, candidate, caucus, general election, democratic and republican convention, primary election, electoral college, civil society, influence groups, citizen engagement, elections, civic duty, Buckley v. Valeo, Federal Elections Commission v. Citizens United campaign finance, electoral college, swing states.
1.5	Partial understanding of 2.0 foundational content, but major errors or omissions regarding the 3.0 target content	
1.0	With help, partial understanding of the 2.0 foundational and 3.0 target content	
0.5	With help (full adult support), partial understanding of the 2.0 foundational content, but not the 3.0 target content	
0.0	Even with help, no success	

MCSD Grade: HS Content: American Government Priority Standard: Bureaucracy and Judicial Roles		
4.0 Complex	In addition to the 3.0 target, in-depth inferences and applications that go beyond the target content	
	Research to find a time when an interest group affected policy. What strategies were effective and what made them effective?	
3.5	In addition to target performance, in-depth inferences and applications with partial understanding	
3.0 Target	The student exhibits no major errors or omissions	
	GLE 4.2: Evaluate the purposes, roles, and limitations of the structures and functions of government.	
	- Students can explain methods used by SCOTUS to determine cases and determine if decisions are activist or show constraint. - Students can use one or more cabinet department to explain how the bureaucracy executes laws - Students can create and explain an iron triangle for at least two separate parts of the bureaucracy.	
2.5	No major errors or omissions regarding the 2.0 foundational content and partial understanding of the 3.0 target content	
2.0 Foundational	- Describe the journey of a court case - Explain the importance of precedent. - Describe a benefit and drawback of lifetime tenure - Give examples of how the power of the bureaucracy impacts daily life - Describe a check on the power of the bureaucracy - Describe the function of an Iron triangle and/or issue network	Vocab: Stare Decisis, Judicial Activism, Judicial Restraint, Circuit Court, State Court, Writ of Certiorari, precedent, Department, Independent Agency, Government Corporation, Cabinet, Civil Service, Iron Triangles, Issue Networks, Discretionary Authority, Chevron v National Resources Defense Council, Oversight. Foundational documents: Federalist 78, Marbury v Madison
1.5	Partial understanding of 2.0 foundational content, but major errors or omissions regarding the 3.0 target content	
1.0	With help, partial understanding of the 2.0 foundational and 3.0 target content	
0.5	With help (full adult support), partial understanding of the 2.0 foundational content, but not the 3.0 target content	
0.0	Even with help, no success	

MCSD Grade: HS Content: American Government Priority Standard: Congress and Executive		
4.0 Complex	In addition to the 3.0 target, in-depth inferences and applications that go beyond the target content	
	Students can use the foundational documents and outside historical resources to evaluate: Determine if congress and the President should have implied power or if it should be limited to powers in the U.S. Constitution.	
3.5	In addition to target performance, in-depth inferences and applications with partial understanding	
3.0 Target	The student exhibits no major errors or omissions	
	GLE: Civics 4.2 B Identify the structure, function, and roles of current members of local, state, and national governments. Including but not limited to: understanding the three branches of government at each level of government.	
	- Explain the role committees play in congress and the impact committees have on American democracy. - Explain how partisanship can lead to compromise or roadblocks in legislation and how different types of gerrymandering has and has continued to impact elections in the United States - Rank the roles of president in terms of importance and explain the actions the president can take in each role - Justify an argument about the president having too much or too little power.	
2.5	No major errors or omissions regarding the 2.0 foundational content and partial understanding of the 3.0 target content	
2.0 Foundational	- Identify the powers, roles, and differences between and amongst the two houses of congress - Identify process needed for a bill to become a law	Vocab: bicameral, republicanism, Enumerated powers, Implied powers, Speaker of the house, Filibuster, Cloture, Mark ups, Rider, select/standing/joint/conference committee, Mandatory/discretionary spending, Ear Marks, gerrymandering, trustee/delegate/politico representative, veto, executive orders, appointment/confirmation power, Executive agreements, Formal/informal powers
1.5	Partial understanding of 2.0 foundational content, but major errors or omissions regarding the 3.0 target content	
1.0	With help, partial understanding of the 2.0 foundational and 3.0 target content	
0.5	With help (full adult support), partial understanding of the 2.0 foundational content, but not the 3.0 target content	
0.0	Even with help, no success	

MCSD Grade: HS Content: American Government Priority Standard: Civil Rights and Civil Liberties		
4.0 Complex	In addition to the 3.0 target, in-depth inferences and applications that go beyond the target content	
	Students can compare multiple rights in the Bill of Rights and compare and contrast how these rights impact Americans through court decisions.	
3.5	In addition to target performance, in-depth inferences and applications with partial understanding	
3.0 Target	The student exhibits no major errors or omissions	
	GLE: Civics 4.6.1 A, 4.7.2 G, F, D Understand the structure of the American judicial system, the process of judicial appointments and key court decisions, in both Colorado and the United States, that affect the system of checks and balances and interactions of the local, state, tribal, and federal systems. Including but not limited to: significant Colorado court decisions such as Francisco Maestas et al. v. George H. Shone (1914), U.S. Term Limits, Inc. v. Thornton (1995), Romer v. Evans (1996), Colorado Union of Taxpayers Found. v. City of Aspen (2018); and landmark U.S. Supreme Court Cases such as Korematsu v. United States (1944), Tinker v. Des Moines Independent Community School District (1969). Evaluate the role of the judicial system in protecting life, liberty, and property for all persons in the United States. Explain the principles of a democracy and analyze how competing democratic values are balanced. For example: Freedom and security, individual rights and common good, general welfare, and rights and responsibilities.	
	- Students can explain how discrimination has been addressed by laws and court rulings. - Students can explain the right to a fair trial. - Students can explain how due process protects 9th amendment rights. - Students can analyze court cases and how it applies to current day law.	
2.5	No major errors or omissions regarding the 2.0 foundational content and partial understanding of the 3.0 target content	
2.0 Foundational	- Describe rights are protected and the way life is impacted by these things. - Explain why the 9th and 10th amendment are included. - Describe selective court cases.	Vocab: Bill of Rights, Establishment and Free Exercise, Cruel and Unusual Punishment, Civil Rights, Due Process, Search and Seizure. Foundational Documents: Letter from a Birmingham Jail, Bill of Rights, Brown v. Board of Education, Engel v. Vitale, Gideon v. Wainwright, Tinker v. De Moines, 14th Amendment, Bethel v. Frazier, T.L.O v. New Jersey, Miranda v. Arizona, Atkins v. Virginia, Heller v. D.C, Morse v. Frederick, etc.. Key State Court Decisions: Francisco Maestas v. George H. Shone, U.S. term limits inc. v. Thorton, Romer v. Evans, and Colorado Union of Taxpayers Foundation v. City of Aspen.
1.5	Partial understanding of 2.0 foundational content, but major errors or omissions regarding the 3.0 target content	
1.0	With help, partial understanding of the 2.0 foundational and 3.0 target content	
0.5	With help (full adult support), partial understanding of the 2.0 foundational content, but not the 3.0 target content	
0.0	Even with help, no success	

MCSD Grade: HS Content: American Government Priority Standard: Federalism		
4.0 Complex	In addition to the 3.0 target, in-depth inferences and applications that go beyond the target content	
	Research current events to determine whether the state or federal government has control. Students analyze constitutional principles and or SCOTUS holdings to defend their decision whether the state or federal government should have the final say.	
3.5	In addition to target performance, in-depth inferences and applications with partial understanding	
3.0 Target	The student exhibits no major errors or omissions	
	GLE: Civics 4.2 B Identify the structure, function, and roles of current members of local, state, and national governments. Including but not limited to: understanding the three branches of government at each level of government.	
	- Students can clearly explain the concept of Federalism using specific historic and/or political examples. - Students can link the arguments from Federalist 10 and Brutus 1 to the ideas of federalism. - Students can evaluate how the balance of federalism is constantly changing and how the balance has changed throughout US History using any example.	
2.5	No major errors or omissions regarding the 2.0 foundational content and partial understanding of the 3.0 target content	
2.0 Foundational	The student can: - Cite the sources for state and federal power from the constitution. - Explain federalism using any example. - Explain the basic difference between types of federal grants. - List examples of Exclusive, Concurrent, and Reserved powers.	Vocab: Vocabulary - Federalism, Supremacy Clause, 10th Amendment, Exclusive powers, Concurrent Powers, Reserved Powers, Necessary and Proper Clause, Commerce Clause, Mandates, Categorical grants, Blocks grants, Foundational Documents - US Constitution, Brutus 1, Federalist 10, McCulloch v Maryland, Federalist 51
1.5	Partial understanding of 2.0 foundational content, but major errors or omissions regarding the 3.0 target content	
1.0	With help, partial understanding of the 2.0 foundational and 3.0 target content	
0.5	With help (full adult support), partial understanding of the 2.0 foundational content, but not the 3.0 target content	
0.0	Even with help, no success	

MCSD | Grade: HS | Content: American Government | Priority Standard: Forming and Defending Historical Arguments

4.0 Complex	In addition to the 3.0 target, in-depth inferences and applications that go beyond the target content	
	- Argument Essay: Addresses the counter claim by creating a statement opposing your claim which is also based on knowledge and research must include a rebuttal. - DBQ/LEQ: Address the historical thinking skill. - Looks at multiple sides of the argument - Uses audience or POV to improve argument.	
3.5	In addition to target performance, in-depth inferences and applications with partial understanding	
3.0 Target	The student exhibits no major errors or omissions	
	GLE: H.1.1 D Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing, and synthesizing evidence from a wide range of relevant historical sources.	
	Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing, and synthesizing evidence from a wide range of relevant historical sources. - Develop a thesis that is an original claim and has a line of reasoning. - The student selects appropriate evidence from learning and clarifies the evidence with examples used to support an argument. - The student shows that they have an understanding of a broader historical context related to the prompt	
2.5	No major errors or omissions regarding the 2.0 foundational content and partial understanding of the 3.0 target content	
2.0 Foundational	- Create a thesis by restating a claim/question and creating a line of reasoning. - Address the prompt and uses evidence related to the topic of the prompt - Paraphrase evidence without directly quoting evidence.	Vocab: -LOR- Line of Reasoning -assess each bullet along the way independently (isolation) -DBQ- Document based questioning -LEQ- Long essay question
1.5	Partial understanding of 2.0 foundational content, but major errors or omissions regarding the 3.0 target content	
1.0	With help, partial understanding of the 2.0 foundational and 3.0 target content	
0.5	With help (full adult support), partial understanding of the 2.0 foundational content, but not the 3.0 target content	
0.0	Even with help, no success	

MCSD Grade: HS Content: American Government Priority Standard: Foundations of Democracy		
4.0 Complex	In addition to the 3.0 target, in-depth inferences and applications that go beyond the target content	
	Students can: • Use examples from Federalist 51, 10 and Brutus 1, to examine a moment in U.S. history and evaluate which is best.	
3.5	In addition to target performance, in-depth inferences and applications with partial understanding	
3.0 Target	The student exhibits no major errors or omissions GLE: Civics 4.2 D, E. • Explain the principles of a democracy and analyze how competing democratic values are balanced. For example: Freedom and security, individual rights and common good, general welfare, and rights and responsibilities. • Describe the role and development of the founding documents of Colorado and the United States from their inception to modern day. Including but not limited to: the Great Law of Peace, the Declaration of Independence, the Constitutions of the United States and Colorado, the Federalist Papers, and the Bill of Rights.	
	• Explain the interaction and friction between governmental power and individual rights • Connect Constitutional Compromises to the broader context of US History and American government. • Defend an opinion about ideals of democracy and types of democracy.	
2.5	No major errors or omissions regarding the 2.0 foundational content and partial understanding of the 3.0 target content	
2.0 Foundational	• List weaknesses of the Articles of Confederation • Connect the ideals of democracy to the Declaration of Independence • Explain the outcome and need for Constitutional compromise • Understand the main ideas and supporting details behind Federalist 10 and Brutus 1.	Vocab: Social Contract, Popular Sovereignty, Natural rights, Rule of Law, Elitist Democracy, Participatory democracy, Pluralist Democracy, Articles of Confederation, Shays Rebellion, Constitutional Convention, 3/5 Compromise, Great Compromise, Ratification, Anti Federalist, Federalist, Federalist Papers, Foundational Documents - US Constitution, Declaration of Independence, Articles of Confederation, Federalist 10, Brutus 1
1.5	Partial understanding of 2.0 foundational content, but major errors or omissions regarding the 3.0 target content	
1.0	With help, partial understanding of the 2.0 foundational and 3.0 target content	
0.5	With help (full adult support), partial understanding of the 2.0 foundational content, but not the 3.0 target content	
0.0	Even with help, no success	