

CIVICS & GOVERNMENT

Course Abstract

Course Abstract: Civics & Government FD	The Civics and Government course will focus on the responsibilities of American citizenship. Students will investigate the purpose, structure, and functions of government at the federal, state, and local levels by examining the United States and New Hampshire Constitutions. The political process, the role of law and the importance of civic participation will be discussed. This course will include a study of international relationships and the role of the United States in world affairs. In this course, students will develop their skills in the areas of comprehension, analysis, research and evaluation. This course will also embed opportunities for students to pass the state-mandated Citizenship Test and competency-based citizenship graduation requirements.
Course Abstract: Civics & Government	The Civics and Government course will focus on the responsibilities of American citizenship. Students will investigate the purpose, structure, and functions of government at the federal, state and local levels by examining the United States and New Hampshire Constitutions. The political process, the role of law and the importance of civic participation will be discussed. This course will include a study of international relationships and the role of the United States in world affairs. Through a wide range of activities and assessments, students will develop their skills in the areas of comprehension, analysis, research and synthesis. Students will concentrate on the necessary skills for academic success including writing, listening, analyzing concepts and ideas individually and cooperatively in small groups, and developing oral presentations and research projects. The goals are to develop higher level reading, verbal, writing, study skills and content knowledge; to develop abstract, complex language and concepts through application and problem solving; to prepare students for life-long civic participation and post-secondary education, including four-year colleges. This course will also embed opportunities for students to pass the additional state-mandated Citizenship Test and competency-based citizenship graduation requirements.
Course Abstract: Civics & Government H	The Civics and Government course will focus on the responsibilities of American citizenship. Students will investigate the purpose, structure, and functions of government at the federal, state and local levels by examining the United States and New Hampshire Constitutions. The political process, the role of law and the importance of civic participation will be discussed. This course will include a study of international relationships and the role of the United States in world affairs. Through a wide range of activities and assessments, students will develop their skills in the areas of comprehension, analysis, research and evaluation. The honors level goals are to develop advanced thinking, reading, verbal and writing skills; to develop understanding of complex concepts and themes through extensive investigation and sophisticated language and subject matter; to prepare students who plan to attend a four-year college. Students must be able to conduct complex research projects and apply skills and concepts independently. This course will also embed opportunities for students to pass the additional state-mandated Citizenship Test and competency-based citizenship graduation requirements.

Primary Resources

Course Resources	Mcdougal, H. (2009). <i>Holt Civics in practice: Principles of Government and Economics</i> . Holt McDougal. ISBN: 978-0-03-099509-5
	In addition to the textbook, instructional materials for this course will include primary and secondary textual and visual sources.

Units

Units	Unit 1: Citizenship & Foundations of Government Unit 2: The Constitution & Amendments Unit 3: State & Local Government Unit 4: Election Process Unit 5: Legislative Branch & Domestic Policy Unit 6: Executive Branch & Foreign Policy Unit 7: Competencies and Capstone Project
--------------	--

Unit 1: Citizenship & Foundations of Government

Unit Focus:	Government plays an essential role in every country. Government provides society with laws so everyone knows what is expected and what is not acceptable. In the United States, every citizen has a voice in making the government. The U.S. government is a model of freedom, democracy, and economic strength for the rest of the world. Our continued success as a world leader depends on whether citizens take an active part in our government and institutions. In fact, the main reason for public education is to help young people become more effective citizens. Our government is based on ideals of freedom and liberty. The freedoms you enjoy today began with those acts more than 230 years ago. The U.S. government is more than just buildings and people. It is the system of laws and authority that acts on your behalf to protect your rights and freedoms.
Duration:	2 weeks
Competencies & Standards:	New Hampshire College & Career Ready Standards Evaluate how the purposes of government have been interpreted , e.g., promoting the general welfare or protection of private property. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs) (SS:CV:12:1.3)

- Explain how in the United States legitimate authority derives from custom, law and consent of the governed, e.g., the Mayflower Compact or local curfews. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority) (SS:CV: 12:1.4)
- Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution, e.g., the rule of law or individual rights and responsibilities. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication) (SS:CV:12:2.1)
- Discuss the impact of United States' contributions to the ideals of democracy and representative government on world affairs., e.g., the United States Constitution or free elections. (Themes: F: Global Transformation, J: Human Expression and Communication) (SS:CV: 12:3.3)
- Demonstrate responsible practices within the political process, e.g., registering to vote or taking civic action. (Themes: B: Civic Ideals, Practices, and Engagement) (SS:CV:12:4.1)
- Investigate how knowledgeable and engaged citizens have acted to preserve and extend their liberties, e.g., writing letters to the editor or participating in town meetings. (Themes: A: Conflict and Cooperation) (SS:CV:12:4.2)
- Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens, e.g., writing letters to the editor or participating in town meetings. (Themes: B: Civic Ideals, Practices, and Engagement) (SS:CV:12:4.3)
- Analyze the roots and application of the federal system of government by examining key documents and events, e.g., the Articles of Confederation or the New Deal. (Themes: B: Civic Ideals, Practices, and Engagement) (SS:HI: 12:1.3)

C3 Framework for Social Studies State Standards: Social Studies: 10

- Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. (D2.Civ.1.9-12.)
- Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative
- models from other countries, past and present
- (D2.Civ.2.9-12.)
- Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. (D2.Civ.8.9-12.)
- Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (D2.Civ.13.9-12.)
- Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. (D2.Civ.14.9-12.)
- Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. (D2.His.1.9-12.)
- Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. (D2.His.4.9-12.)

	Analyze multiple and complex causes and effects of events in the past. (D2.His.14.9-12.)	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... World Studies: The government philosophies of Locke, Rousseau, Hobbes, and Montesquieu influenced the framers of the U.S. Constitution. (T1)	
Understandings & Essential Questions	Students will understand that... - Citizens of the Thirteen Colonies wanted independence from England because of high taxes and a lack of representation in the British Parliament, they argued that the British Government did not have the consent of the governed. (U1) - The contents of the Declaration of Independence are the foundation of many of the rights and beliefs that many people return to when talking about what the United States should be. (U2) - The Thirteen Colonies decided to form a united, if loose government of all thirteen members, rather than be thirteen individual countries, their greatest motivators being mutual defense and dislike of monarchy. (U3) - The Articles of Confederation were the first governing document of the United States, it was weak and ultimately failed due to the lack of a central government. (U4)	Students will keep considering... - What caused the Thirteen Colonies to originally rebel against England? (Q1) - What rights are outlined in the Declaration of Independence? How are they the founding beliefs of the United States? (Q2) - Why did the Thirteen Colonies decided to work together as one country rather than create thirteen individual countries? (Q3) - What was the original form of government for the United States? Why did it fail and need to be replaced? (Q4)
Acquisition of Knowledge & Skill	Students will know... - Governments only have legitimacy if they have the consent of the governed, and that if a government does not have the consent of the people to act then the people will form a new government. (K1) - The Declaration of Independence outlines the universal human rights that are the foundation of the United States. Everyone has the Rights of Life, Liberty and the Pursuit of Happiness. (K2)	Students will be skilled at... - Explain who wrote the Declaration of Independence and who he was writing for, and why he chose the three unalienable rights that he did. (S1) - Evaluate the strengths and weaknesses of the Articles of Confederation, why they were originally created and why the ultimately failed the country. (S2) - Research countries with a wide variety of government types, explain how each government

	- The new country feared the rise of a new tyrant so they created a weak government in the Articles of Confederation, and the lack of a central government is what caused the system to fail. (K3) - There are many different types of governments each with its strengths and weaknesses: Monarchy, Republic, Democracy, Autocracy, Oligarchy. (K4)	type functions, and their relationship with other governments. (S3) Explain what Consent of the Governed means and how it looks in practical terms either historic or modern. (S4)
Assessment Evidence Performance Task(s)		
Learning Activities		

Unit 2: The Constitution & Amendments

Unit Focus:	The United States Constitution created a system of federalism with a separation of powers between three branches of the federal government as well as state governments, checks and balances, and an amendment process flexible enough to change with the times while still guaranteeing the basis rights of all Americans. The first ten amendments to the Constitution - the Bill of Rights - guarantee that you have certain rights. Later amendments have granted additional rights, such as the right to vote to groups who were originally denied the right to vote, making our nation more democratic. These are precious rights, and one of the responsibilities of citizens is to make sure that future generations have these freedoms. Other amendments also fixed problems with our system of government or related processes. Citizens can press for the U.S. Constitution to be amended if they want to fix problems in the government, or grant additional rights and protections in our society.
Duration:	2 weeks
Competencies & Standards:	New Hampshire College & Career Ready Standards Examine how institutions and individuals make, apply, and enforce rules and laws, e.g., the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning

regulations. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change) (SS:CV:12:1.2)

- Evaluate how the purposes of government have been interpreted , e.g., promoting the general welfare or protection of private property. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs) (SS:CV:12:1.3)
- Explain how in the United States legitimate authority derives from custom, law and consent of the governed, e.g., the Mayflower Compact or local curfews. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority) (SS:CV: 12:1.4)
- Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution, e.g., the rule of law or individual rights and responsibilities. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication) (SS:CV:12:2.1)
- Analyze the evolution of the United States Constitution as a living document, e.g., the Bill of Rights or Plessy v. Ferguson. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) (SS:CV:12:2.2)
- Evaluate how individual rights have been extended in the United States, e.g., Truman's integration of the Armed Services or the Miranda decision. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) (SS:CV:12:2.4)
- Discuss the impact of United States' contributions to the ideals of democracy and representative government on world affairs., e.g., the United States Constitution or free elections. (Themes: F: Global Transformation, J: Human Expression and Communication) (SS:CV: 12:3.3)
- Demonstrate responsible practices within the political process, e.g., registering to vote or taking civic action. (Themes: B: Civic Ideals, Practices, and Engagement) (SS:CV:12:4.1)
- Investigate how knowledgeable and engaged citizens have acted to preserve and extend their liberties, e.g., writing letters to the editor or participating in town meetings. (Themes: A: Conflict and Cooperation) (SS:CV:12:4.2)
- Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens, e.g., writing letters to the editor or participating in town meetings. (Themes: B: Civic Ideals, Practices, and Engagement) (SS:CV:12:4.3)
- Describe the structure of regional systems, e.g., how small cities are linked to larger cities. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, E: Cultural Development, Interaction, and Change) (SS:GE: 12:2.3)
- Utilize regions to analyze geographic issues, e.g., the cotton South v. the industrial North prior to the Civil War or tensions within the European Union. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, H: Individualism, Equality and Authority) (SS:GE:12:2.4)
- Account for the rise and fall of political parties and movements and their impact, e.g., the Whig Party or the Progressive Movement. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction) (SS:HI:12:1.1)

	- Analyze the roots and application of the federal system of government by examining key documents and events, e.g., the Articles of Confederation or the New Deal. (Themes: B: Civic Ideals, Practices, and Engagement) (SS:HI: 12:1.3) - Examine the impact of sectionalism on national crises and United States government policies, e.g., Hartford Convention or Brown v. Board of Education. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) (SS:HI:12:1.4) C3 Framework for Social Studies State Standards: Social Studies: 10 - Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present (D2.Civ.2.9-12.) - Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. (D2.Civ.3.9-12.) - Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. (D2.Civ. 4.9-12.) - Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. (D2.Civ.5.9-12.) - Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. (D2.Civ.10.9-12.) - Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (D2.Civ.13.9-12.) - Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. (D2.His.1.9-12.) - Analyze change and continuity in historical eras. (D2.His.2.9-12.) - Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by - the historical context. (D2.His.3.9-12.)	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... A new system of government needed to be created that did the most good for the most amount of people while ensuring that no monarch or dictator could gain total control. (U1)	Students will keep considering... Why was a new system of government needed after the failure of the Articles of Confederation? What structure did this new system take? (Q1)

	• Compromise is the heart of a functional government, and the creation of the Constitution was done through compromise of many different parties, mainly large states and small states. (U2) • Each of the three Branches of the government works differently and is responsible for different aspects of the government. (U3) • Citizens are responsible for the functioning of the government through engagement in the government at all levels and the more a citizen participates in government the more say they have. (U4) • The Bill of Rights was needed to ensure that the rights of citizens were protected and to safeguard against the federal government gaining too much power over the states and the people. (U5)	• What were the different plans for the creation of the Constitution? What compromises were made in terms of Representation and population? (Q2) • What are each of the three branches of government responsible for and who makes up each branch? (Q3) • What are the duties and responsibilities of citizens of the United States? Why is it important to have an engaged citizenry? (Q4) • What is the Bill of Rights and why was it added to the Constitution? (Q5)
Acquisition of Knowledge & Skill	Students will know... • The Constitution is the Supreme Law of the Land, and it is how the entire government finds their power. (K1) • The Bill of Rights are the first ten amendments to the Constitution, and are the ten things that the writers of the Constitution wanted protected from the start of the country. (K2) • There are duties and responsibilities that all citizens must agree to, including paying taxes, following the law, and participating in the government either through voting or being well informed. (K3) • The Legislative Branch creates the laws. The Executive Branch enforces the laws. The Judicial Branch interprets the laws. Each has their own system of checks and balances to ensure none gains too much power. (K4)	Students will be skilled at... • Explain how the Constitution is an ever changing document that can be amended and how that amendment process happens. (S1) • Know and understand the ten amendments in the Bill of Rights, having instant recall of the substance of each of the ten amendments. (S2) • Explain the duties and responsibilities of a citizen, how a citizen interacts with their government and why they should interact with their government. (S3) • Understand and create representations of the system of checks and balances between the three branches, including the jobs of the different branches. (S4)
Assessment Evidence Performance Task(s)		
Learning Activities		

Unit 3: State & Local Government

Unit Focus:	You live in the United States of America. You live in one of the 50 states, a county, and a municipality. These are interlocking levels of government. These levels of government have a direct impact on your life. State governments provide many services to you, such as building highways and administering elections, and local governments providing police and fire protection. As an active citizen, you have a duty to be aware of your state and local laws, and how the levels of government spend your tax dollars. The federal system allows state governments to serve the needs of their citizens while cooperating as a united country. This aligns with Civic in Practice Chapters 8 and 9.
Duration:	2 weeks
Competencies & Standards:	C3 Framework for Social Studies State Standards: Social Studies: 10 • Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. (D2.Civ.1.9-12.) • Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present (D2.Civ.2.9-12.) • Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. (D2.Civ.5.9-12.) • Critique relationships among governments, civil societies, and economic markets. (D2.Civ.6.9-12.) • Apply civic virtues and democratic principles when working with others. (D2.Civ.7.9-12.) • Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. (D2.Civ.10.9-12.) • Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. (D2.Civ.11.9-12.) • Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. (D2.Civ. 12.9-12.) • Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (D2.Civ.13.9-12.) • Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. (D2.Civ.14.9-12.) New Hampshire College and Career Ready Standards: Social Studies: 10 • Identify the structures and functions of government at various levels, e.g., county-role of the sheriff's office, or nation-role of providing the defense of the country. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement) (SS:CV:12:1.1) • Examine how institutions and individuals make, apply, and enforce rules and laws, e.g., the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning

	regulations. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change) (SS:CV:12:1.2) • Evaluate how the purposes of government have been interpreted , e.g., promoting the general welfare or protection of private property. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs) (SS:CV:12:1.3) • Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution, e.g., the rule of law or individual rights and responsibilities. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication) (SS:CV:12:2.1) • Analyze the evolution of the United States Constitution as a living document, e.g., the Bill of Rights or Plessy v. Ferguson. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) (SS:CV:12:2.2) • Describe the roles and responsibilities of the United States and New Hampshire judicial systems, e.g., resolution of conflict between states or New Hampshire Legislature's use of advisory opinions from the New Hampshire Supreme Court. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change) (SS:CV:12:2.3) • Evaluate how individual rights have been extended in the United States, e.g., Truman's integration of the Armed Services or the Miranda decision. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) (SS:CV:12:2.4) • Demonstrate responsible practices within the political process, e.g., registering to vote or taking civic action. (Themes: B: Civic Ideals, Practices, and Engagement) (SS:CV:12:4.1) • Investigate how knowledgeable and engaged citizens have acted to preserve and extend their liberties, e.g., writing letters to the editor or participating in town meetings. (Themes: A: Conflict and Cooperation) (SS:CV:12:4.2)	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... • Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... • Citizens will interact with each level of government in different ways, some unknown to them (county holds real estate records), and pay taxes to each level, with those tax dollars spent in different ways. (U1) • Each level of government controls specific aspects of the land, and has organizations to handle	Students will keep considering... • What are the different functions of state government, county government and local government? (Q1) • How do citizens interact with each level of government from local up to international? (Q2) • What parts of the different levels are similar but have different responsibilities? (Q3)

	specific things, like state police, county sheriff and local police. (U2) State governments are set up like the federal government with three branches which function the same as the federal level. Cities and towns have different versions of local governments, with the population being the largest determining factor in if a place is a city or a town. (U3)	
Acquisition of Knowledge & Skill	Students will know... - Each level of government is responsible for different aspects of citizen's lives. (K1) - The structure of a State Governments is the same as the Federal Government. (K2) - Local, County and State governments all have their own level of Law enforcement and collect different taxes and records. (K3)	Students will be skilled at... - Explain the differences in how each level of government (State, County, Local) directly and indirectly impacts the lives of citizens. (S1) - Explain the role and function of each branch of the State Government and compare it to the role of each branch of the Federal Government. (S2)
Assessment Evidence Performance Task(s)		
Learning Activities		

Unit 4: Election Process

Unit Focus:	Voting is a responsibility that all citizens should take seriously. Study the US political process carefully. What you learn will help you become a well- informed and intelligent voter later. In this unit students will identify and define the voting process in general and primary elections. In addition, students will examine the impact voting has on their leaders and on different political issues. Students will understand the responsibility and importance of citizens to vote in local, state, and federal elections.
Duration:	2 weeks

Competencies & Standards:	C3 Framework for Social Studies State Standards: Social Studies: 10 • Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. (D2.Civ.1.9-12.) • Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present (D2.Civ.2.9-12.) • Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. (D2.Civ.5.9-12.) • Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. (D2.Civ.10.9-12.) New Hampshire College and Career Ready Standards: Social Studies: 10 • Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution, e.g., the rule of law or individual rights and responsibilities. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication) (SS:CV:12:2.1) • Demonstrate responsible practices within the political process, e.g., registering to vote or taking civic action. (Themes: B: Civic Ideals, Practices, and Engagement) (SS:CV:12:4.1) • Investigate how knowledgeable and engaged citizens have acted to preserve and extend their liberties, e.g., writing letters to the editor or participating in town meetings. (Themes: A: Conflict and Cooperation) (SS:CV:12:4.2) • Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens, e.g., writing letters to the editor or participating in town meetings. (Themes: B: Civic Ideals, Practices, and Engagement) (SS:CV:12:4.3)	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... • Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... • The process of electing candidates and leaders through the electoral college. (U1) • State and local elections are equally important when it comes to the function and policies of government (U2) • Elections are won by the person who can reach the most people with the message they most want to hear. (U3)	Students will keep considering... • Does the electoral college further or limit democracy in the United States? (Q1) • Why are different types of elections equally important to the function of all levels of government? (Q2) • How do different groups of people, interest groups, and the media influence elections? (Q3)

Acquisition of Knowledge & Skill	Students will know... • Students will know that the Electoral College was designed at a time when it took months to communicate across the states. (K1) • The original voters in the United States were white land owning men and no one else had a say in government. (K2) • People are always trying to improve how we vote, trying to make it more secure or easier. (K3) • Elections are heavily influenced by both private interest groups and the media, depending upon how news is reported or who gives money to a campaign the outcomes of elections can be drastically different. (K4)	Students will be skilled at... • Explain the origins of the Electoral College and evaluate if it is still necessary (S1) • Analyze how the makeup of the average voter has changed since the foundation of the country. (S2) • Explain the voting process and how improvements have been made in how people vote, and how they register to vote. (S3) • Examine how media bias and interest groups influence elections. (S4)
Assessment Evidence Performance Task(s)		
Learning Activities		

Unit 5: Legislative Branch & Domestic Policy

Unit Focus:	In our form of representative democracy, Congress is responsible for translating the will of "We the People" into public domestic policy. The Framers considered the legislative branch so important that they dedicated the first Article of the Constitution to its organization and powers. Section 1 of this unit sets forth the basic framework of Congress; the way senators and representatives are allocated among the states, term lengths, qualifications for membership, and internal rules for seating and disciplining members. The big picture that students should grasp here is the way that this structures guarantees that all laws passed by Congress will have the support of members representing at least half of the population and support of senators from at least half of the states.
--------------------	--

	Section 2 explores how the legislative branch actually works. When it comes to the day to day operations of Congress, the Constitution is silent about what has become the true organizing principle--party politics. Party membership in effect determines leadership positions and organizes the negotiations that underlie lawmaking. Discussion of the role party politics play in Congress will help students recognize the key players when national policies are discussed and covered in the media. Section 3 explores the Framers' ever vigilance to the potential abuses of too strong a national government and the explicit listing of what Congress was permitted and not permitted to do. Most centrally, it has the powers to make laws in the specifically designated areas set forth in Article I, Section 2, and it is not allowed to take the types of actions listed in Article 9I Section 9. These boundaries on Congressional powers are explained, as well as some of the powers that each chamber possesses, both inside and outside the lawmaking process. Section 4 gets to the heart of the matter: how a bill becomes a law. Students cannot understand or contribute to the public debate without an appreciation of various stages of the lawmaking process--from introduction, through committee, onto the floor, in conference, and on to the president's desk.
Duration:	2 weeks
Competencies & Standards:	C3 Framework for Social Studies State Standards: Social Studies: 10 • Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. (D1.2.9-12.) • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. (D1.5.9-12.) • Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. (D2.Civ.1.9-12.) • Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present (D2.Civ.2.9-12.) • Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. (D2.Civ. 4.9-12.) • Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. (D2.Civ.5.9-12.) • Critique relationships among governments, civil societies, and economic markets. (D2.Civ.6.9-12.) • Apply civic virtues and democratic principles when working with others. (D2.Civ.7.9-12.) • Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. (D2.Civ.11.9-12.) • Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. (D2.Civ. 12.9-12.)

- Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (D2.Civ.13.9-12.)
- Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. (D2.Civ. 14.9-12.)
- Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions. (D2.Eco.10.9-12.)
- Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. (D2.His.8.9-12.)
- Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. (D3.1.9-12.)

New Hampshire College and Career Ready Standards Social Studies: 10

- Identify the structures and functions of government at various levels, e.g., county-role of the sheriff's office, or nation-role of providing the defense of the country. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement) (SS:CV:12:1.1)
- Examine how institutions and individuals make, apply, and enforce rules and laws, e.g., the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning regulations. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change) (SS:CV:12:1.2)
- Evaluate how the purposes of government have been interpreted , e.g., promoting the general welfare or protection of private property. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs) (SS:CV:12:1.3)
- Analyze the evolution of the United States Constitution as a living document, e.g., the Bill of Rights or Plessy v. Ferguson. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) (SS:CV:12:2.2)
- Evaluate how individual rights have been extended in the United States, e.g., Truman's integration of the Armed Services or the Miranda decision. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) (SS:CV:12:2.4)
- Discuss the relationship between domestic and foreign policy, e.g., farm subsidies or the impact of the 2003 Iraq war on the United Kingdom, the United States, and Spain. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs) (SS:CV:12:3.2)
- Analyze spatial interactions and models of spatial organization, e.g., trade flows between countries or location of industry in areas of low production costs. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, F: Global Transformation) (SS:GE:12:1.3)
- Classify the functions, sizes, and spatial arrangements of urban areas, e.g., how cities differ from towns and villages. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change) (SS:GE: 12.4.4)
- Account for the rise and fall of political parties and movements and their impact, e.g., the Whig Party or the Progressive Movement. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction) (SS:HI:12:1.1)

	Explore attitudes toward diversity held by and groups and individuals, e.g., antebellum Southerners or Eleanor Roosevelt. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) (SS:HI:12.5.3)	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... determine important qualities in a Congressmen, and how to be informed about candidates' positions and party platforms, for when they vote in the future. (T1)	
Understandings & Essential Questions	Students will understand that... - For a Bill to become a Law there are a series of steps that a Bill has to take and it must pass votes from both Houses of Congress and be approved by the President. (U1) - Civil Liberties are the rights that all people have and they are always being attacked and defended by the law and protections for them come from each branch of the government. (U2) - Amendments 13, 14, 15 are among the most important amendments in terms of defining who is a citizen and how civil liberties are protected. (U3) - The Executive Branch of the government sets the majority of policies for different parts of the country based upon the leadership of the department at the time. (U4) - The Supreme Court is responsible for many far reaching decisions throughout our history, many of which changed how Americans are treated under the law. (U5)	Students will keep considering... - How does a bill become a law? What are the forces and factors that shape Federal legislation, and what is the impact of Federal legislation on American society? (Q1) - What are civil liberties and how are they protected? (Q2) - Why were Amendments 13, 14, 15 added to the Constitution? What made them necessary additions to the Constitution and why do they continue to be amongst the most important Amendments? (Q3) - How are the majority of Domestic Policies decided for the country, and who determines the importance of one area over another? (Q4) - How has the Supreme Court decisions impacted the lives of Americans and the powers of the government? (Q5)
Acquisition of Knowledge & Skill	Students will know... - The Civil War Amendments were added to the Constitution during a time of great need in a specific historical context. (K1) - The Civil Liberties that all American s enjoy are the basic rights and freedoms that everyone is entitled to. (K2)	Students will be skilled at... - Students will be able to describe the importance and historical context in which the Civil War Amendments were created. (S1) - Students will be able to name different civil liberties that all Americans share. (S2) - Research the importance and historical context behind Landmark Supreme Court Cases. (S3)

	• The Supreme Court only hears cases that have a national scope and could impact all Americans. (K3) • The policies of the departments of the Executive Branch change with each Presidential Administration. (K4) • A Bill has to pass both Houses of Congress after having been examined by smaller groups within each House. (K5)	• Analyze the differences in policies of different Administrations in different departments of the Executive Branch. (S4) • Describe and explain the process by which a Bill becomes a Law. (S5)
Assessment Evidence Performance Task(s)		
Learning Activities		

Unit 6: Executive Branch & Foreign Policy

Unit Focus:	When the president takes the oath of office, he or she becomes one of the world's most powerful people. In order to become president, the candidate is required by the constitution to have certain qualifications. The executive branch of the federal government includes executive departments, regulatory agencies, and independent agencies that help advise the president to make better decisions, and that help the president enforce federal laws. Appointed officials serve at the pleasure of the president. The powers and roles of the U.S. president affect not only the citizens of the United States, but also people throughout the world.
Duration:	2 weeks
Competencies & Standards:	C3 Framework for Social Studies State Standards: Social Studies: 10 • Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. (D2.Civ.1.9-12.) • Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. (D2.Civ.3.9-12.) • Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. (D2.Civ. 4.9-12.)

- Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. (D2.Civ.5.9-12.)
- Critique relationships among governments, civil societies, and economic markets. (D2.Civ.6.9-12.)
- Apply civic virtues and democratic principles when working with others. (D2.Civ.7.9-12.)
- Use appropriate deliberative processes in multiple settings. (D2.Civ.9.9-12.)
- Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. (D2.Civ.10.9-12.)
- Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. (D2.Civ.11.9-12.)
- Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. (D2.Civ. 12.9-12.)
- Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (D2.Civ.13.9-12.)
- Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. (D2.Civ. 14.9-12.)
- Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. (D2.Eco.1.9-12.)
- Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. (D2.Eco. 8.9-12.)
- Analyze the role of comparative advantage in international trade of goods and services. (D2.Eco.14.9-12.)
- Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations (D2.Eco.15.9-12.)
- Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. (D2.Geo.2.9-12.)
- Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. (D3.1.9-12.)
- Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. (D4.1.9-12.)
- Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). (D4.2.9-12.)
- Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). (D4.3.9-12.)

New Hampshire College and Career Ready Standards: Social Studies: 10

- Identify the structures and functions of government at various levels, e.g., county-role of the sheriff's office, or nation-role of providing the defense of the country. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement) (SS:CV:12:1.1)

	• Examine how institutions and individuals make, apply, and enforce rules and laws, e.g., the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning regulations. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change) (SS:CV:12:1.2) • Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues, e.g., intellectual property rights or global warming. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society) (SS:CV:12:3.1) • Discuss the relationship between domestic and foreign policy, e.g., farm subsidies or the impact of the 2003 Iraq war on the United Kingdom, the United States, and Spain. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs) (SS:CV:12:3.2) • Discuss the impact of United States' contributions to the ideals of democracy and representative government on world affairs., e.g., the United States Constitution or free elections. (Themes: F: Global Transformation, J: Human Expression and Communication) (SS:CV: 12:3.3) • Explain how the allocation of resources impact productivity and ultimately economic growth, e.g., worker migrations. (Themes: D: Material Wants and Needs, F: Global Transformation) (SS:EC:12:2.1) • Analyze spatial interactions and models of spatial organization, e.g., trade flows between countries or location of industry in areas of low production costs. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, F: Global Transformation) (SS:GE:12:1.3) • Recognize the increasing economic interdependence of the world's countries, e.g., the geographic consequences of an international debt crisis or the location of oil reserves. (Themes: D: Material Wants and Needs, F: Global Transformation) (SS:GE:12.4.3)	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... • Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... • Foreign Policy is created by a combination of Presidential decisions and Congressional Approval. (U1) • There are many ways to engage in foreign affairs, from military intervention, trade and foreign aid. (U2) • Globalization and global cooperation have made more of the world accessible to more people. (U3)	Students will keep considering... • What is Foreign Policy and how is it created? (Q1) • How do countries interact with each other in different ways? (Q2) • How do different countries interact in an age of global communication and cooperation? (Q3)
Acquisition of Knowledge	Students will know...	Students will be skilled at...

& Skill	• There are several ways that a country can interact with other countries in the name of global security and economics. (K1) • Foreign Aid is used as a way to help people and keep peace between rival groups. (K2) • Global cooperation results in less conflict by having countries all agree to the same rules of law and trade. (K3)	• Identify how foreign policy is related to global security and economics. (S1) • Explain the process by which foreign aid is given, and why it is funded. (S2) • Argue and discuss global issues and how they are resolved by a global community. (S3)
Assessment Evidence Performance Task(s)		
Learning Activities		

Unit 7: Competencies and Capstone Project

Unit Focus:	In this unit, students will complete the Civics Competencies and Citizenship test per NH state law. Students will also complete a research capstone project in place of a final exam. Students will be assigned a country with a system of government different from the American style of democracy and they will have to compare the foundation and functions of the two governments.
Duration:	2 weeks
Competencies & Standards:	C3 Framework for Social Studies State Standards: Social Studies: 10 • Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present (D2.Civ.2.9-12.) • Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. (D2.Civ.3.9-12.) • Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. (D2.Civ. 4.9-12.)

- Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. (D2.Civ.8.9-12.)
- Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. (D2.Civ.11.9-12.)
- Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. (D2.His.1.9-12.)
- Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. (D3.1.9-12.)
- Evaluate the credibility of a source by examining how experts value the source. (D3.2.9-12.)
- Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. (D4.1.9-12.)
- Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). (D4.2.9-12.)
- Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). (D4.3.9-12.)

New Hampshire College and Career Ready Standards: Social Studies: 10

- Evaluate how the purposes of government have been interpreted, e.g., promoting the general welfare or protection of private property. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs) (SS:CV:12:1.3)
- Analyze the evolution of the United States Constitution as a living document, e.g., the Bill of Rights or Plessy v. Ferguson. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction) (SS:CV:12:2.2)
- Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues, e.g., intellectual property rights or global warming. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society) (SS:CV:12:3.1)
- Discuss the relationship between domestic and foreign policy, e.g., farm subsidies or the impact of the 2003 Iraq war on the United Kingdom, the United States, and Spain. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs) (SS:CV:12:3.2)
- Discuss the impact of United States' contributions to the ideals of democracy and representative government on world affairs, e.g., the United States Constitution or free elections. (Themes: F: Global Transformation, J: Human Expression and Communication) (SS:CV: 12:3.3)
- Analyze the spread of American ideas and culture around the world using examples, e.g., the Bill of Rights or popular music. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, F: Global Transformation) (SS:HI:12:3.4)

	- Describe the development of different political systems, e.g., the city-state, nation-state or the European Union. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, H: Individualism, Equality and Authority) (SS:WH:12:1.1) - Evaluate the strengths and weaknesses of international and regional political organizations, e.g., the Delian League, the United Nations or the Warsaw Pact. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation) (SS:WH:12:1.2)	
Vision of a Learner		
Long-Term Transfer Goals	Students will be able to independently use their learning to... Not specified for this Unit	
Understandings & Essential Questions	Students will understand that... - The American government holds a unique positions in the world as a republic whose people ultimately have the power. (U1) - American Democracy is unique to the circumstances of the founding of the country and the founding documents have allowed it to continue to function. (U2) - American Citizen have the protection of the law and all citizens are subjected to the same laws and protections as everyone else. (U3)	Students will keep considering... - How does the American Government work in relation to other countries around the world? (Q1) - What is different about American Democracy when compared to other types of democracy? (Q2) - How is the role and position of an American citizen different from citizens of other countries? (Q3)
Acquisition of Knowledge & Skill	Students will know... - American citizens are protected by the law and the Constitution, and not many other countries have those same protections. (K1) - The Constitution is not a completed document and can be changed to fit the times that people live in, other countries cannot change the foundation of their government as easily. (K2) - Americans overthrow the government every time there is an election, and the change of government happens in wartime and peacetime, other countries cannot change their government. (K3) - The power of the American government is held by the people, power in other countries is held by different people. (K4)	Students will be skilled at... - Research how other countries' citizens are or are not protected by the law. (S1) - Evaluate how other countries are able to change laws and the foundation of their governments. (S2) - Evaluate how other countries go through changes of leadership both on paper and in reality. (S3) - Research where power is held in the American government and in other governments. (S4)

Assessment Evidence Performance Task(s)	
Learning Activities	