
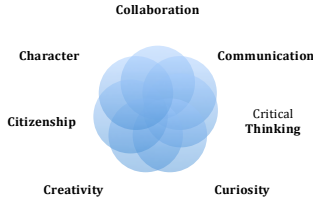


Content Area: Social Studies	Course: Issues in American Government	Grade Level: 10-12
<p>Contemporary Issues in American Government</p> 	<p><b>R14 The Seven Cs of Learning</b></p> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> <li>Contemporary Issues and the Executive Branch</li> </ul>	<ul style="list-style-type: none"> <li>5-8 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>Contemporary Issues and the Legislative Branch</li> </ul>	<ul style="list-style-type: none"> <li>6-8 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>Contemporary Issues and the Judicial Branch</li> </ul>	<ul style="list-style-type: none"> <li>5-8 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>Contemporary Issues and Federalism</li> </ul>	<ul style="list-style-type: none"> <li>4-7 weeks</li> </ul>	



Strands	Course Level Expectations
<b>Civics</b>	<ul style="list-style-type: none"><li>• Know what it means to be a citizen.</li><li>• Understand that power and responsibility are distributed, shared and limited in a government to the needs of its people.</li><li>• Compare and contrast the effectiveness of different systems and levels of government.</li></ul>
<b>History</b>	<ul style="list-style-type: none"><li>• Understand how the role of citizen has changed over time.</li><li>• Understand how people's perspective towards government has changed over time.</li></ul>
<b>Economics</b>	<ul style="list-style-type: none"><li>• Understand that laws shape and reflect economic decision-making.</li></ul>
<b>Geography</b>	<ul style="list-style-type: none"><li>• Understand the relationship between government decisions, geographic placement and individual needs.</li></ul>

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<b>Unit Title</b>	Contemporary Issues and the Executive	<b>Length of Unit</b>	5-8 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• Is the Presidency of today conforming to the original intent of the US Constitution?</li> <li>• Is/was _____ a good president?</li> <li>• Does the President only represent the people for voted them in or the entire United States?</li> <li>• How does the US Presidency compare to other contemporary executives around the world?</li> <li>• Is the President primarily a leader or representative?</li> <li>• How does a single person represent the entire country to the entire world?</li> </ul>
<b>Standards</b>	<p><b>Developing Questions and Planning Inquiry</b>            INQ 9–12.2; INQ 9–12.5</p> <p><b>Evaluating Sources and Using Evidence:</b>            INQ 9–12.6; INQ 9–12.7</p> <p><b>Communicating Conclusions and Taking Informed Action:</b>            INQ 9–12.10; INQ 9–12.12; INQ 9–12.15</p> <p><b>Applying Disciplinary Concepts and Tools</b>            CIV 9–12.1; CIV 9–12.2; CIV 9–12.3, CIV 9–12.7; CIV 9–12.10 , CIV 9–12.12; CIV 9–12.13, HIST 9–12.1</p>
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Balance of powers</li> <li>• Head of Government</li> <li>• Head of State</li> <li>• Commander in Chief</li> </ul>
<b>Key Vocabulary</b>	executive departments, cabinet, State of the Union, executive order, diplomacy, veto, electoral college, bipartisanship, impeachment, pardon, clemency

Standards based on Connecticut Elementary and Secondary Social Studies Frameworks

For more information visit: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

<b>Unit Title</b>	Contemporary Issues and the Executive	<b>Length of Unit</b>	5-8 weeks
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• The historical context of Article II of the US Constitution.</li> <li>• Important milestones in the history of the Presidency.</li> <li>• The evolving popular expectations for the Presidency.</li> <li>• The distinctions between the multiple roles of the President.</li> <li>• How to identify and collect facts, expert analysis and opinion from a variety of credible sources.</li> <li>• The roles and responsibilities of executive departments.</li> <li>• Specific as well as general differences and similarities between the US presidency and other chief executives in other states.</li> <li>• Checks and balances of the Executive branch</li> </ul>	<ul style="list-style-type: none"> <li>• Make evidence based arguments comparing the actions of contemporary presidents and executive branch officers to those of the distant and recent past.</li> <li>• Identify key examples, both recent and historical to illustrate the evolving expectations of the US Presidency in a variety of contexts (i.e. political, social, cultural...)</li> <li>• Articulate which actions of the contemporary executive fulfill which constitutional responsibilities outlined in Article II of the US Constitution</li> <li>• Rate the credibility of multiple sources of news, opinion, and analysis from a variety of media and sources.</li> <li>• Compare and contrast the United States Presidency to chief executives around the worlds.</li> <li>• Identify traits and experience relevant and valuable for presidential candidates</li> </ul>

<b>Assessments:</b>	Class Debates on Inquiry Questions, Presidential Report Card, Performance tasks
<b>Teacher Resources:</b>	Real Clear Politics, DBQ Project, iCivics, <i>United States History</i> , The Week, Civics mini-Q DBQ book, R14 Database

<b>Unit Title</b>	<b>Contemporary Issues and the Legislative Branch</b>	<b>Length of Unit</b>	5-8 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do the roles of the House of Representatives and the Senate differ?</li> <li>• What are the day-to-day tasks of a Congressperson?</li> <li>• How do values influence interests and result in specific policies?</li> <li>• To what extent is the United States a democracy?</li> <li>• To what extent is the United States a Republic?</li> </ul>		
<b>Standards</b>	<b>Developing Questions and Planning Inquiry</b> INQ 9–12.1; INQ 9–12.3; <b>Evaluating Sources and Using Evidence</b> INQ 9–12.8; INQ 9–12.9 <b>Communicating Conclusions and Taking Informed Action</b> INQ 9–12.11; INQ 9–12.13; INQ 9–12.14 <b>Applying Disciplinary Concepts and Tools</b> CIV 9–12.4; CIV 9–12.6, CIV 9–12.8; CIV 9–12.9, ECO 9–12.1, ECO 9–12.2; ECO 9–12.3, GEO 9–12.1		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Representation</li> <li>• Taxation</li> <li>• Ideology</li> <li>• Partisanship</li> <li>• Regulation</li> </ul>		
<b>Key Vocabulary</b>	Senate, House of Representatives, Congressional Committee, political parties, party platforms, caucus, constituency, coalitions, congressional districts, Advise and Consent, congressional oversight, enumerated powers, implied powers		

<b>Unit Title</b>	<b>Contemporary Issues and the Legislative Branch</b>	<b>Length of Unit</b>	5-8 weeks
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• The differences in the roles and responsibilities of Representatives and Senators.</li> <li>• How to contact relevant Congressional delegates.</li> <li>• The steps of the Legislative process.</li> <li>• The current federal budget, its political context, and the role of their own delegation in the process.</li> <li>• What considerations influence Congressional voting habits: Lobbying, Political parties, Constituents, Values</li> <li>• Checks and Balances of the Legislative branch</li> <li>• The relationship of Values to Interests and to Policies.</li> <li>• How public opinion is measured and its influence on legislators.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the actions of their own congressional delegation in terms of constitutional responsibilities and powers.</li> <li>• Contact their own Representative/Senators and make specific policy proposals.</li> <li>• Construct a mock federal budget and persuasively articulate its merits, limitations, and relation to current federal budget.</li> <li>• Trace how political decisions get made from values to interests, to policies</li> <li>• Conduct a legislative simulation involving political parties, party platforms, and political communication.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Legislative Simulations, Rating Political Success</li> <li>• Performance Task</li> </ul>
<b>Teacher Resources:</b>	Real Clear Politics, iCivics, The Week, <i>United States History</i> , Civics mini-Q DBQ book Region 14 Databases

<b>Unit Title</b>	Contemporary issues and the Judicial branch	<b>Length of Unit</b>	5-8 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• Does the Supreme Court more often restrain or promote democracy?</li> <li>• Should the Constitution be interpreted as a living document or through original intent?</li> <li>• Does a passive judiciary or an active judiciary promote liberty more effectively?</li> </ul>
<b>Standards</b>	<b>Developing Questions and Planning Inquiry</b> INQ 9–12.4 <b>Applying Disciplinary Concepts and Tools</b> CIV 9–12.12; CIV 9–12.14
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Jurisdiction</li> <li>• Jurisprudence</li> <li>• Statutory Law</li> <li>• Case Law</li> <li>• Common Law,</li> <li>• Constitutional Amendments</li> <li>• Rule of Law</li> </ul>
<b>Key Vocabulary</b>	Sociological Jurisprudence, Originalism, confirmation, precedent, judicial review, case law, Bill of Rights, obiter dictum, habeas corpus, majority/minority decisions



<b>Unit Title</b>	Contemporary issues and the Judicial branch	<b>Length of Unit</b>	5-8 weeks
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• How a case makes it's way through the local, state, and federal court systems.</li> <li>• How a case in the Supreme Court differs from those in lower courts.</li> <li>• How the competing legal philosophies influence judicial decisions</li> <li>• The significance of landmark Supreme Court decisions and their modern relevance</li> <li>• Checks and Balances of the Judicial branch</li> <li>• What factors influence judicial decisions</li> <li>• How the Supreme Court's decision shape the policies of the other branches</li> </ul>	<ul style="list-style-type: none"> <li>• Trace the course of a landmark Supreme Court decision through the court system.</li> <li>• Articulate the lasting significance of Supreme Court decisions and identify their contemporary consequences.</li> <li>• Construct an evidence based argument for how to apply the Constitution to contemporary controversies.</li> <li>• Conduct a mock Supreme Court hearing.</li> <li>• Explain the Constitutional Dimensions of contemporary controversies</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Supreme Court Simulation, Supreme Court Report</li> </ul>
<b>Teacher Resources:</b>	oyez.org, iCivics, The Week, <i>United States History</i> , Region 14 Databases

<b>Unit Title</b>	<b>Federalism, Connecticut, local government</b>	<b>Length of Unit</b>	5-8 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• Are the politics of Connecticut typical or unique?</li> <li>• What has a bigger impact on your day to day life: local, state, or federal government?</li> <li>• What challenges does your state, town face and how should they be addressed?</li> <li>• How do you influence local and state politics?</li> <li>• How do you get accurate and timely local news?</li> </ul>		
<b>Standards</b>	<b>Developing Questions and Planning Inquiry</b> INQ 9–12.16; INQ 9–12.17 <b>Applying Disciplinary Concepts and Tools</b> CIV 9–12.5, CIV 9–12.11		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Journalism</li> <li>• Budgeting</li> <li>• Economic Development</li> </ul>		
<b>Key Vocabulary</b>	federalism, municipal, referendum, recall, ballot initiative, zoning, commissions, board of education		

<b>Unit Title</b>	<b>Federalism, Connecticut, local government</b>	<b>Length of Unit</b>	5-8 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• How political decisions are made in their town and state.</li> <li>• Who their local and state politicians are and what their policies are.</li> <li>• In what ways national policies affect state and local politics.</li> <li>• How to contact municipal and state elected officials.</li> <li>• What political organizations influence local and state politics.</li> </ul>	<ul style="list-style-type: none"> <li>• Trace the local roots of contemporary national political issue.</li> <li>• Contact local and state politicians.</li> <li>• Collect information about local and state politics from a variety of credible sources.</li> <li>• Develop specific proposals to either a state or local elected official.</li> <li>• Trace recent trends in local and state politics, and explain their influence on recent elections.</li> <li>• Communicate with a local political organization.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Performance Tasks (Reviews, Policy Proposals, Local Story Task)</li> </ul>
<b>Teacher Resources:</b>	Patch.com, Voices, Waterbury Republican American, Hartford Courant, Local Libraries