



Gasconade R-2

Objective Course Curriculum Report for: Government Studies - Ninth Grade

Generated on 11/23/2015

Name

Government Studies Objective 1

Unit Objective

01. Compare and contrast the structure, processes and function of different types of governance systems to the democratic form of government. * Democratic A. Totalitarian B. Monarchic C. Oligarchic D. Theocratic

Created By

System

Creation Date

5/19/2013 7:17:25 PM +00:00

Modified By

System

Modification Date

11/19/2013 7:02:05 PM +00:00

Sequence

1

Assessment Methods

Essential Questions

Course

Government Studies

Unit

01.

Objective used to assess students

Formative Assessment Activities

Students are to be given different types of governmental systems and will document in writing their similarities and differences in relation to the democratic form of government.

Depth of Knowledge

75%

Learning Activity

Students are to be given one of four forms of government (totalitarian, monarchic, oligarchic, or theocratic) and will conduct internet research to document its structure, processes and functions. Once individual research is completed students will gather in groups of four (each student with a unique form of government in the group) and will teach the other note-taking students in the group the form of government they researched. Upon completion of peer teaching groups students will individually complete a chart comparing and contrasting the various form of government in relation to a democracy using powerpoint lecture notes and peer teaching group notes as a resource.

Research-based Instructional Strategies

Begin teaching the objective with a powerpoint lecture on the structure, processes, and functions of the democratic form of government with the expectation of students taking notes on the topic. Monitor student's individual research and peer teaching groups verifying accuracy of content. Review student charts comparing and contrasting various forms of government to verify understanding of the objective prior to the formal assessment activity.

Supporting Resources

Forms of Government Presentation

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

Schedule A+ lab or a C.O.W. for one class period.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	T
------	---------	-------	---

Show-Me Standards

Code	Subject	Grade	Standard	Goal
3	Social Studies	Grades: K-12	principles and processes of governance systems	
1.2	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Conduct research to answer questions and evaluate information and ideas
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 2

Unit Objective

02. Analyze influences upon which the United States Constitution was created. A. Magna Carta B. Enlightenment writings: i. Locke ii. Rousseau iii. Montesquieu iv. Social Contract Theory C. Declaration of Independence D. Articles of Confederation

Created By

System

Creation Date

5/19/2013 7:17:25 PM +00:00

Modified By

System

Modification Date

11/19/2013 3:55:31 PM +00:00

Sequence

2

Assessment Methods

Essential Questions

Course

Government Studies

Unit

02.

Objective used to assess students

Formative Assessment Activities

Given a list of historical documents students will identify which of them impacted the creation of the United States Constitution. Once documents are identified students will give two specific example of how the document impacted the creation of the United States Consitution.

Depth of Knowledge

75%

Learning Activity

Begin by summarizing the history behind each document through a powerpoint presentation. Cover who the person or people that wrote the document, why they wrote the document, the motivation behind the document, the environment in which they wrote the document. After this presentation divide up the class into groups, and give each group one document to study. Each group is to research how their document help form the United States Constitution. Every group will present at least five effects their document had on the United States Constitution to the entire class while they take notes.

Research-based Instructional Strategies

Create powerpoint presentation on the histoy how the documents above effect the development of the United States Constitution. Provide students with a worksheet to be filled out while the presentation is being given by the teacher. On the same worksheet provide an area where students, once in thier assigned group, can list five ways the document given to the group effected the creation of the United States Consitution.

Supporting Resources

Constitutional Roots

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
------	---------	-------	----

Show-Me Standards

Code	Subject	Grade	Standard
1	Social Studies	Grades: K-12	principles expressed in the documents shaping constitutional democracy in the United States
3	Social Studies	Grades: K-12	principles and processes of governance systems
7	Social Studies	Grades: K-12	the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 3

Unit Objective

03. Connect economic concepts as they relate to independence of the American colonies from English rule. A. Laissez Faire B. Mercantilism C. Taxation D. Boycott E. Natural Resources

Created By

System

Creation Date

5/19/2013 7:17:25 PM +00:00

Modified By

System

Modification Date

11/19/2013 3:28:56 PM +00:00

Sequence

3

Assessment Methods

Essential Questions

Course

Government Studies

Unit

03.

Objective used to assess students

Formative Assessment Activities

Students are to connect the cause and effect relationship between basic early American economic concepts and American independence from British rule.

Depth of Knowledge

Learning Activity

Begin by having each student define each concept. Once the concepts are defined put students in groups of three to infer on paper how each economic concept impacted American independence from English rule using cause and effect connections. After completing the cause and effect connection students, still in groups of three, will create a cartoon for each cause and effect connection clearly illustrating the concept.

Research-based Instructional Strategies

Give student the five economic concepts on a piece of paper to define. Once students have defined the concepts divide class into groups of three to make cause and effect connection between the economic concepts and American independence from British rule. When a group's cause and effect connections are correctly made give the group five sheets of paper to create a cartoon to illustrate the concept.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
4	Social Studies	Grades: K-12	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
3.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Reason inductively from a set of specific facts and deductively from general premises

Grade and Course Level Standards

Code	Subject	Grade	Strand	Concept	Expectation	4.A.1

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 4

Unit Objective

04. Debate the various points of contention during the construction of the United States Constitution examining: A. The Virginia Plan B. The New Jersey Plan C. The Great Compromise D. The Three-Fifths Compromise E. Federal & State Taxation

F. Election of national leadership F. Federalist vs. Antifederalist

Created By

System

Creation Date

5/19/2013 7:17:26 PM +00:00

Modified By

System

Modification Date

11/19/2013 6:19:57 PM +00:00

Sequence

4

Assessment Methods

Essential Questions

Course

Government Studies

Unit

04.

Objective used to assess students

Formative Assessment Activities

Given different points of contention during the United States Constitution students describe the facts of the contention, various proposed solutions, and the final compromise.

Depth of Knowledge

80%

Learning Activity

Have students take guided notes from a Powerpoint presentation regarding the creation, points of contention, and ratification of the United States Constitution.

Each student will be given a specific point of contention involved in the creation of the Constitution. They are to create debate notes on their given point of contention. After creating notes students will debate in front of classmates their given points of contention.

Research-based Instructional Strategies

Create a Powerpoint presentation with guided notes for students explaining the various points of contention relating to the Constitutional Convention. Begin by elaborating on the who, what, when, where, why and how of the Constitutional Convention. Next, detail the various debates involved with the constitution and how compromise was reached. Finally, explain the process upon which the Constitution was approved. Once notes are complete, assign each student a specific point of contention involved the creation of the Constitution and instruct them to create debate notes on their given point of contention. After a set amount of time have students debate in front of classmates their given points of contention.

Supporting Resources

Construction of Constitution Notes

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Code	Subject	Grade	Strand	Concept	Expectation	1.A.c.1
------	---------	-------	--------	---------	-------------	---------

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 5

Unit Objective

05. Differentiate the purpose of the three branches of the United States government as describe in the first three articles of the Constitution. A. Article I - Legislative - Create Law B. Article II - Executive - Enforce Law C. Article III - Judicial - Interpret Law

Created By

System

Creation Date

5/19/2013 7:17:26 PM +00:00

Modified By

System

Modification Date

11/18/2013 11:20:14 PM +00:00

Sequence

5

Assessment Methods

Essential Questions

Course

Government Studies

Unit

05.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

100%

Learning Activity

Students will read section in textbook regarding the purpose of each branch of the federal government. When reading is complete students will create three question regarding each branch of government. Each student will have a total of nine questions created. Once questions are completed the teacher, using the smartboard, will allow students to create a quiz based on thier question.

Research-based Instructional Strategies

Instruct students to read the section in their text book regarding the different purpose of the three branches of the United States government.

Have students create three questions regarding each branch of government based on what they have read. Each student will have a total of nine questions.

Using smart board to write quiz with student using different question they have created.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
3	Social Studies	Grades: K-12	principles and processes of governance systems	
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
3.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Reason inductively from a set of specific facts and deductively from general premises

Grade and Course Level Standards

Code	Subject	Grade	Strand	Concept	Expectation
2.A.a	Social Studies	Government	Knowledge of principles and processes of governance systems	Principles and purposes of government.	Describe the structure of government and the purposes of laws (with emphasis on the federal and state governments) in general

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 6

Unit Objective

06. Correctly explain and apply meanings of major principles regarding the United States Constitution: A. Popular Sovereignty B. Separation of Power C. Rule of Law D. Supremacy Clause E. Federalism F. Checks and Balances

Created By

System

Creation Date

5/19/2013 7:17:26 PM +00:00

Modified By

System

Modification Date

11/19/2013 5:05:00 PM +00:00

Sequence

6

Assessment Methods

Essential Questions

Course

Government Studies

Unit

06.

Objective used to assess students

Formative Assessment Activities

Given a term students will document in writing its meaning in relation to the United States Constitution. Given a constitutional principle students will create a real life scenario which is applicable to the application of the principle. On the United States Constitution test student will be able to associate major principles of the United States Constitution with their meaning.

Depth of Knowledge

90%

Learning Activity

Students will take teacher led notes from a Powerpoint based lecture detailing the meaning of the major principles regarding the United States Constitution. Each student will be given pairs of notecards. On the first card each student will write a Constitutional principle, and on the second card each student will write the meaning of that Constitutional principle in relation to the United States Constitution. This process will continue for each major Constitution principle taught during lecture. Once students are finished the teacher will collect all note cards and thoroughly shuffle them. Once shuffled the teacher will give each student an equal number of note cards face down. Upon the teachers consent to begin each student will communicate with fellow classmates to trade card in attempt to obtain a complete set of United States Constitution principles and meanings. The teacher has the option to provide positive incentives for speed and accuracy of note card collection. Given Constitutional principles student will illustrate a real life example that applies to the principle.

Research-based Instructional Strategies

The teacher will construct and lead a Powerpoint based lecture detailing the meaning of the major principles regarding the United States Constitution. The teacher will scan completed for accuracy prior to the beginning of the note card trading activity. During this activity the teacher will monitor, keep student on task, and evaluate participation of students. The teacher will provide plain paper divide into equal sections for the purpose of illustrating a real life example that applies to United States Constitutional principles.

Supporting Resources

Underlying Principles Notes Checks and Balances Graphic Organizer

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

Note cards and blank paper

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
1	Social Studies	Grades: K-12	principles expressed in the documents shaping constitutional democracy in the United States	
2.3	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Exchange information, questions and ideas while recognizing the perspectives of others
3.3	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Develop and apply strategies based on one's own experience in preventing or solving problems
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures

1.10	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
------	---------------------	--------------	---	---

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 7

Unit Objective

07. Chart the requirements specified in the United States Constitution to serve in the following governmental leadership positions: A. Legislative - Member of the United States House of Representatives B. Legislative - Member of the United States Senate C. Executive - President and Vice-President of the United States of America D. Judicial - Supreme Court Justice

Created By

System

Creation Date

5/19/2013 7:17:26 PM +00:00

Modified By

System

Modification Date

11/19/2013 6:43:10 PM +00:00

Sequence

Assessment Methods

Essential Questions

Course

Government Studies

Unit

07.

Objective used to assess students

Formative Assessment Activities

Students will complete a chart outlining the requirement of governmental leadership positions in the United States government.

Depth of Knowledge

90%

Learning Activity

Students will be given a chart with the left hand column of different governmental leadership positions, and a top row of requirements. Using book student will complete the chart.

Once the chart is completed and discussed every student will be given a governmental leadership position or a requirement. On the teachers signal students, as quickly as possible, will group themselves in the correct leadership positions and requirements.

Research-based Instructional Strategies

Create a chart including the different requirements of the various leadership positions in the United States government.

Instruct students, using the book, to complete the chart.

Review requirement by writing different leadership positions and requirements on 3x5 note cards. Giving one card to each member of the class. Have student work together to put each other in the correct groups based upon thier given note cards. Compete based on speed and accuracy.

Supporting Resources

Legislative Branch Requirements Notes and Graphic Organizers
Executive Branch Requirements Notes

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 8

Unit Objective

08. Explain the difference and provide examples between implied and expressed powers in regards to the United States Congress

Created By

System

Creation Date

5/19/2013 7:17:26 PM +00:00

Modified By

System

Modification Date

11/19/2013 6:37:29 PM +00:00

Sequence

8

Assessment Methods

Essential Questions

Course

Government Studies

Unit

08.

Objective used to assess students

Formative Assessment Activities

Students will explain, in written form, the difference between expressed and implied power and when give a governing power have the ability to identify as implied or expressed.

Depth of Knowledge

80%

Learning Activity

Have students read about both implied and expressed power outlined in the United States Consitution. Next, the class will discuss the different of these two types of powers. Finally, the students will complete a chart outlining expressed and implied power while the teacher completes the same chart on the smart board.

Research-based Instructional Strategies

Have student read textbook to discover the difference between expressed and implied powers.

Discuss with class the difference between implied and expressed powers.

Use smart board to drag and drop different powers into the correct expressed or implied power column on a created chart while students complete the same chart in paper form at their desk.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
3	Social Studies	Grades: K-12	principles and processes of governance systems	
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Grade and Course Level Standards

Code	Subject	Grade	Strand	Concept	Expectation	2.C.4
------	---------	-------	--------	---------	-------------	-------

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 9

Unit Objective

09. Classify the stated powers under the United States federal system, known as federalism. A. Expressed Powers B. Concurrent Powers C. Reserved Powers

Created By

System

Creation Date

5/19/2013 7:17:26 PM +00:00

Modified By

System

Modification Date

11/19/2013 5:04:53 PM +00:00

Sequence

9

Assessment Methods

Essential Questions

Course

Unit

09.

Objective used to assess students

Formative Assessment Activities

Students will define federalism, and have the ability to categories given powers and expressed, concurrent, or reserved powers.

Depth of Knowledge

80%

Learning Activity

Students, given a governmental power, will categorize it as an expressed power, concurrent power, or reserved power on a worksheet provided. Once the students have completed the chart assign each student will be assigned a governmental power on a 3x5 card. Upon instruction from the teacher students are to put themselves in the group as a expressed, concurrent, or reserved power.

Research-based Instructional Strategies

Create worksheet detailing the expressed, reserved, and concurrent powers of United States governments. Assign student this worksheet, and once completed review to verify correct answers. Then create a 3x5 card for each governmental power, and have student place each other in correct groups of expressed, reserved, or concurrent powers.

Supporting Resources

Various Powers Notes

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 10

Unit Objective

10. Compare and contrast the following details involving the United States House of Representatives and Senate. A. Size B. Terms C. Power of Leaders D. Types of Commitments

Created By

System

Creation Date

5/19/2013 7:17:26 PM +00:00

Modified By

System

Modification Date

11/19/2013 4:07:29 PM +00:00

Sequence

10

Assessment Methods

Essential Questions

Course

Government Studies

Unit

10.

Objective used to assess students

Formative Assessment Activities

Students will describe details relating to the size, length of terms, leadership positions, and various commitments of a congress person in our bi-cameral legislative branch of government.

Depth of Knowledge

Learning Activity

Every student will be given one current member of the United States House of Representatives, and one current member of the United States Senate. Student are to research background information regard thier assigned congress people, and write a one page paper on each. The paper should include:

- A. The name of the congress person
- B. The state/district the congress person is from
- C. A discription of the committes the congress person serves
- D. A discription of leadership roles filled by the congress person
- E. A discription of bills introduced by the congress person in the past

While doing this research students will be given a fact sheet to complete detailing the size, terms, duties, and process involved with both houses in the United States Congress.

Research-based Instructional Strategies

Create a list of people in the United States Congress in a leadership positions. Assign each student a Senator and Representative. Have students complete a one page paper on each person based on the expectations listed in the learning activity. While students are working on paper they will complete a worksheet charting the deatils of the United States Congress.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
1	Communication Arts	Grades: K-12	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	
4	Communication Arts	Grades: K-12	writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	
3	Science	Grades: K-12	characteristics and interactions of living organisms	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Review and revise communications to improve accuracy and clarity
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information

Grade and Course Level Standards

Code	Subject	Grade	Strand	Concept	Expectation	Big Idea
1.A.a.1	Social Studies	Government	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	Principles of constitutional democracy in the United States	Apply the following principles of constitutional democracy to historical and contemporary issues:	checks and balances
2.B	Communication Arts	Grade 1	Writing	Compose well-developed text	Ideas and Content	Compose text using pictures and words with ideas that relate to a topic, with assistance

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 11

Unit Objective

11. Outline the two processes in which the United States Constitution can be amended as described in Article V. A. National Legislative Path B. State Legislative Path

Created By

System

Creation Date

5/19/2013 7:17:26 PM +00:00

Modified By

System

Modification Date

11/19/2013 8:33:23 PM +00:00

Sequence

11

Assessment Methods

Essential Questions

Course

Government Studies

Unit

11.

Objective used to assess students

Formative Assessment Activities

Given a blank process chart relating to the two process student will be to complete

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 12

Unit Objective

12. Explain the requirements for United States Constitution ratification set forth in Article VII.

Created By

System

Creation Date

5/19/2013 7:17:26 PM +00:00

Modified By

System

Modification Date

11/19/2013 3:52:48 PM +00:00

Sequence

12

Assessment Methods

Essential Questions

Course

Government Studies

Unit

12.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 13

Unit Objective

13. Critique the freedoms and limitations regarding the first amendment to the United States Constitution. A. Freedom of Speech B. Freedom of the Press C. Freedom of Religion D. Freedom of Assembly E. Freedom to Petition the Government

Created By

System

Creation Date

5/19/2013 7:17:26 PM +00:00

Modified By

System

Modification Date

11/18/2013 11:06:42 PM +00:00

Sequence

13

Assessment Methods

Essential Questions

Course

Unit

13.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

1st Amendment Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 14

Unit Objective

14. Prioritize with justification the first ten amendments to the United States Constitution (Bill of Rights) based on student interpretation of importance. A. 1st Amendment - Five freedoms B. 2nd Amendment - Right to bear arms C. 3rd Amendment - Quartering troops D. 4th Amendment - Search and seizure E. 5th Amendment - Right of the accused F. 6th Amendment - Due process G. 7th Amendment - Civil cases H. 8th Amendment - Speedy public trial and excessive bail I. 9th Amendment - Additional rights on discribed J. 10th Amendment - State reserved rights

Created By

System

Creation Date

5/19/2013 7:17:26 PM +00:00

Modified By

System

Modification Date

11/18/2013 11:18:14 PM +00:00

Sequence

14

Assessment Methods

Essential Questions

Course

Government Studies

Unit

14.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Bill of Rights Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 15

Unit Objective

15. Categorize amendments 11-27 of the United States Constitution based on the following criteria: A. Amendments changing the powers of the national and state government 11th, 13th, 14th, 16th, 18th, 21st B. Amendments changing the government structure or function 12th, 20th, 22nd, 25th, 27th C. Amendments extending the suffrage and powers of voters 15th, 17th, 19th, 23rd, 24th, 26th

Created By

System

Creation Date

5/19/2013 7:17:27 PM +00:00

Modified By

System

Modification Date

11/19/2013 7:00:21 PM +00:00

Sequence

15

Assessment Methods

Essential Questions

Course

Government Studies

Unit

15.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 16

Unit Objective

16. Simulate the constitutional convention of 1787 by conducting a teacher guided "classroom constitutional convention" using parliamentary procedure. Compare and contrast process and final product of the United States constitution to the created classroom constitution.

Created By

System

Creation Date

5/19/2013 7:17:27 PM +00:00

Modified By

System

Modification Date

11/19/2013 6:05:12 PM +00:00

Sequence

16

Assessment Methods

Essential Questions

Course

Unit

16.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	W
------	---------	-------	---

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 17

Unit Objective

17. Diagram the system of check and balances among the legislative, executive and judicial branches of the United States Government.

Created By

System

Creation Date

5/19/2013 7:17:27 PM +00:00

Modified By

System

Modification Date

11/19/2013 8:31:24 PM +00:00

Sequence

17

Assessment Methods

Essential Questions

Course

Government Studies

Unit

17

Objective used to assess students

Formative Assessment Activities

Given two branches of government students will be able to provide a check and balance between those branches.

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Checks and Balances Graphic Organizer

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 18

Unit Objective

18. Rank with justification from most to least important the legislative powers of the United States Congress. Possibilities in no particular order: A. Lay and collect taxes B. Borrow money C. Coin, print and regulate money D. Regulate commerce (foreign and interstate) E. Declare war F. Raise, support, and regulate and army and navy G. Provide, regulate, and call into service the National Guard H. Enforce international laws I. Establish bankruptcy laws J. Establish laws of naturalization K. Establish post offices L. Grant copyrights M. Create lower courts N. Govern Washington D.C. O. Provide for laws necessary and proper for carrying out all other listed powers.

Created By

System

Creation Date

5/19/2013 7:17:27 PM +00:00

Modified By

System

Modification Date

11/19/2013 4:57:57 PM +00:00

Sequence

18

Assessment Methods

Essential Questions

Course

Government Studies

Unit

18.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 19

Unit Objective

19. Diagram how a bill becomes a law in the legislative branch of the United States government analyzing the following concepts: A. Types of bills - Public and Private B. Joint resolutions C. Scope, structure, and responsibilities of legislative committees D. Earmarks, riders, and pork barrel projects E. Filibuster F. Cloture E. Legislative voting process G. Role of the Executive Branch - Veto and pocket veto

Created By

System

Creation Date

5/19/2013 7:17:27 PM +00:00

Modified By

System

Modification Date

11/19/2013 6:42:07 PM +00:00

Sequence

19

Assessment Methods

Essential Questions

Course

Government Studies

Unit

19.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Bill to Law Notes w/ Flowchart

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 20

Unit Objective

20. Debate the use of the Electoral College to elect the President of the United States compare to the concept of majority rule.

Created By

System

Creation Date

5/19/2013 7:17:27 PM +00:00

Modified By

System

Modification Date

11/19/2013 6:28:46 PM +00:00

Sequence

20

Assessment Methods

Essential Questions

Course

Government Studies

Unit

20.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 21

Unit Objective

22. Define and prioritize with justification the powers and duties of to the President of the United States. A. Commander and Chief (Leader of the armed forces) B. Party Leader (Guides policies of affiliated political party) C. Legislative Leader (Proposal and approval of legislative action) D. Economic Leader (Guides fiscal policy of the United States Economy) E. Head of State (Symbolic leader of the United States around the world) F. Chief Executive (Enforce laws passed by legislative branch of government) G. Chief Diplomat (Directs United States foreign policy)

Created By

System

Creation Date

5/19/2013 7:17:27 PM +00:00

Modified By

System

Modification Date

11/19/2013 4:45:19 PM +00:00

Sequence

21

Assessment Methods

Essential Questions

Course

Government Studies

Unit

22.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Presidential Roles Notes West Wing video segments and worksheet

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 22

Unit Objective

23. Understand which executive cabinet position fulfill a given function within the executive branch of government. A. Carries of United States foreign policy - Dept. of State B. Collects, borrows, spend, and print money - Dept. of Treasury C. Manges armed forces - Dept. of Defense D. Responsible for all aspects of law enforcement - Dept. of Justice E. Manges an portects United States public lands and natural resources - Dept. of Interior F. Assist farmers and consumer of farm products - Dept. of Agriculture G. Supervises trade, promotes U.S. tourism and business - Dept. of Commerce H. Concerned with working conditions and wages of United States workers - Dept. of Labor I. Works for the health and well-being of all Americans - Dept. of Health and Human Services J. Deals with the special needs and problems of cities - Dept. of Housing and Urban Development K. Manges the nations highways, railroads, airlines, and sea traffic - Dept. of Transporation L. Direct overall energy plan for the United States - Department of Energy M. Provide advice and funding for schools - Dept. of Education N. Directs servcies for verterans - Dept. of Veteran Affairs O. Oversees United States defenses against terrorist attacks - Dept. of Homeland Security

Created By

System

Creation Date

5/19/2013 7:17:27 PM +00:00

Modified By

System

Modification Date

11/19/2013 5:40:16 PM +00:00

Sequence

22

Assessment Methods

Essential Questions

Course

Government Studies

Unit

23.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Executive Agencies Activity

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 23

Unit Objective

21. Compare the Electoral College maps and data resulting from the past five United States presidential elections to infer voting trends involving geography, gender, race, and age.

Created By

System

Creation Date

5/19/2013 7:17:27 PM +00:00

Modified By

System

Modification Date

11/18/2013 11:13:27 PM +00:00

Sequence

23

Assessment Methods

Essential Questions

Course

Government Studies

Unit

21.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 24

Unit Objective

24. Chart in order and define the roles in government of the first six governmental officials in the United States Presidential line of succession. A. Vice President - Leader of the Senate B. Speaker of the House - Leader of the House of Representatives C. President Pro Tempore of the Senate - Leader of the Senate in absents of V.P. D. Secretary of State - Top foreign policy advisor to the President E. Secretary of the Treasury - Top monetary advisor to the President F. Secretary of Defense - Top armed forces advisor to the President

Created By

System

Creation Date

5/19/2013 7:17:27 PM +00:00

Modified By

System

Modification Date

11/19/2013 3:11:36 PM +00:00

Sequence

24

Assessment Methods

Essential Questions

Course

Government Studies

Unit

24.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 25

Unit Objective

25. Explain the meaning of key concepts involving the judicial branch of the United States government. A. Exclusive and Concurrent Jurisdiction B. Original and Appellate Jurisdiction C. Precendent "stare decisis" D. Remend E. Majority and dissenting opinions

Created By

System

Creation Date

5/19/2013 7:17:27 PM +00:00

Modified By

System

Modification Date

11/19/2013 8:39:09 PM +00:00

Sequence

25

Assessment Methods

Essential Questions

Course

Government Studies

Unit

25.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Jurisdiction Notes
Supreme Court Opinions Notes

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 26

Unit Objective

26. Diagram the structure of the United States Judicial System. A. District Court - 94 Courts - Original Jurisdiction B. Court of Appeals - 12 Courts - Appellate Jurisdiction C. Supreme Court - 1 Court - Original and Appellate Jurisdiction

Created By

System

Creation Date

5/19/2013 7:17:27 PM +00:00

Modified By

System

Modification Date

11/19/2013 3:14:52 PM +00:00

Sequence

26

Assessment Methods

Essential Questions

Course

Government Studies

Unit

26.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 27

Unit Objective

27. Evaluate landmark Supreme Court decisions making connections with principals created by the United States Constitution. Federal Powers A. Marbury v. Madison - Judicial Review B. McCulloch v. Maryland - State versus National Powers Civil Liberties C. Plessy v. Ferguson - Separate but Equal D. Brown v. Board of Education - Overturn Separate but Equal E. Reed v. Reed - Gender Equality F. Roe v. Wade - Legalized Abortion First Amendment G. Brandenburg v. Ohio - Protection of Political Speech H. DeJonge v. Oregon - Peaceful Assembly I. Engel v. Vital - Prayer in Public Schools J. United States v. Eichman - Expressive Speech Rights of the Accused K. Gideon v. Wainwright - Right to Legal Counsel L. Miranda v. Arizona - Informing Rights to the Accused

Created By

System

Creation Date

5/19/2013 7:17:28 PM +00:00

Modified By

System

Modification Date

11/19/2013 4:45:24 PM +00:00

Sequence

27

Assessment Methods

Essential Questions

Course

Government Studies

Unit

27.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 28

Unit Objective

28. Analyze the role, growth, and ideals of the political party system in the United States of America. A. Current two-party system i. Republican Party ii. Democratic Party B. Third Parties i. Single issue driven a. Prohibitionist Party b. Populist Party ii. Ideological a. Communist Party USA b. Green Party

Created By

System

Creation Date

5/19/2013 7:17:28 PM +00:00

Modified By

System

Modification Date

11/19/2013 5:07:36 PM +00:00

Sequence

28

Assessment Methods

Essential Questions

Course

Government Studies

Unit

28.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Republican and Democratic Party Charts

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Unit Objective

29. Create two advertisements advocating the current platforms of both major political parties in the United States of America regarding foreign and domestic policy issues.

Created By

System

Creation Date

5/19/2013 7:17:28 PM +00:00

Modified By

System

Modification Date

11/19/2013 8:07:30 PM +00:00

Sequence

29

Assessment Methods

Essential Questions

Course

Government Studies

Unit

29.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 30

Unit Objective

30. Explain the major concepts of citizen voting in the United States of America. A. Qualifications to vote B. Process of registration C. Types of elections i. Primary elections ii. General elections iii. Initiatives, propositions, referendum, and recall

Created By

System

Creation Date

5/19/2013 7:17:28 PM +00:00

Modified By

System

Modification Date

11/18/2013 11:10:32 PM +00:00

Sequence

30

Assessment Methods

Essential Questions

Course

Government Studies

Unit

30.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 31

Unit Objective

31. Critique and suggest ways to improve the current process used to run and fund a presidential political campaign focusing on understanding of the following concepts: A. Canvassing B. Endorsements C. Advertising and image molding D. Federal Election Campaign Act E. Public Campaign Funding F. Soft Money and PACS

Created By

System

Creation Date

5/19/2013 7:17:28 PM +00:00

Modified By

System

Modification Date

11/19/2013 3:06:05 PM +00:00

Sequence

31

Assessment Methods

Essential Questions

Course

Government Studies

Unit

31.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 32

Unit Objective

32. Role play the techniques used by interest groups and political parties to influence citizens to support their cause. A. Name-calling B. Endorsement C. Glittering Generality D. The Bandwagon E. Just Plain Folks F. Stacking Cards G. Symbols

Created By

System

Creation Date

5/19/2013 7:17:28 PM +00:00

Modified By

System

Modification Date

11/19/2013 7:58:27 PM +00:00

Sequence

32

Assessment Methods

Essential Questions

Course

Government Studies

Unit

32.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 33

Unit Objective

33. Create a political cartoon or general illustration showing the relationship between government lobbyist and elected officials.

Created By

System

Creation Date

5/19/2013 7:17:28 PM +00:00

Modified By

System

Modification Date

11/19/2013 5:12:46 PM +00:00

Sequence

33

Assessment Methods

Essential Questions

Course

Government Studies

Unit

33.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 34

Unit Objective

34. Analyze the strengths and weaknesses of the different types of local government systems. A. Mayor-Council Form i. Strong Mayor System ii. Weak Mayor System B. Council-Manager Form C. Commission Form

Created By

System

Creation Date

5/19/2013 7:17:28 PM +00:00

Modified By

System

Modification Date

11/19/2013 8:41:36 PM +00:00

Sequence

34

Assessment Methods

Essential Questions

Course

Government Studies

Unit

34.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 35

Unit Objective

35. Explain the structure and context of the Missouri State Constitution.

Created By

System

Creation Date

5/19/2013 7:17:28 PM +00:00

Modified By

System

Modification Date

Sequence

35

Assessment Methods

Essential Questions

Course

Government Studies

Unit

35.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

MO Constitution Presentation

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 36

Unit Objective

36. Compare and contrast the roles and structure of the Missouri to the United States governmental system.

Created By

System

Creation Date

5/19/2013 7:17:28 PM +00:00

Modified By

System

Modification Date

11/19/2013 4:05:34 PM +00:00

Sequence

36

Assessment Methods

Essential Questions

Course

Government Studies

Unit

36.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 37

Unit Objective

37. Simulate the procedure of a criminal case focusing on the following concepts: A. The Arrest B. Preliminary Hearing C. Indictment D. Arrignment E. Trial F. Acquittal or Sentencing

Created By

System

Creation Date

5/19/2013 7:17:28 PM +00:00

Modified By

System

Modification Date

11/19/2013 7:52:01 PM +00:00

Sequence

37

Assessment Methods

Essential Questions

Course

Government Studies

Unit

37.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Due Process Play

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	W
------	---------	-------	---

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 38

Unit Objective

38. Diagram the similarities and differences between an criminal versus a civil court case.

Created By

System

Creation Date

5/19/2013 7:17:29 PM +00:00

Modified By

System

Modification Date

11/19/2013 6:26:58 PM +00:00

Sequence

38

Assessment Methods

Essential Questions

Course

Government Studies

Unit

38.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
3	Social Studies	Grades: K-12	principles and processes of governance systems

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 39

Unit Objective

39. Analyze the roles that people, businesses and government play in economic systems, such as: A. Monetary Policy - Understanding the Federal Reserve System influence on money supply and interest rates. B. Fiscal Policy - Governmental taxation and spending.

Created By

System

Creation Date

5/19/2013 7:17:29 PM +00:00

Modified By

System

Modification Date

11/19/2013 4:16:22 PM +00:00

Sequence

39

Assessment Methods

Essential Questions

Course

Government Studies

Unit

39.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
4	Social Studies	Grades: K-12	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

Government Studies Objective 40

Unit Objective

40. Identify the roles of government in a market economy focusing on the following concepts: A. Defining and protecting property rights B. Maintaining competition C. Promoting goals such as full employment D. Stable prices E. Growth and justice

Created By

System

Creation Date

5/19/2013 7:17:29 PM +00:00

Modified By

System

Modification Date

11/19/2013 5:38:04 PM +00:00

Sequence

40

Assessment Methods

Essential Questions

Course

Government Studies

Unit

40.

Objective used to assess students

Formative Assessment Activities

Depth of Knowledge

Learning Activity

Research-based Instructional Strategies

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard
4	Social Studies	Grades: K-12	economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement