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|  |  2019-2020US Government  |

<http://socialstudies.dmschools.org/government.html>

<http://grading.dmschools.org>

<http://dmschools.org>

**US Government at a Glance**

1 semester – .5 credit

The U.S. Government course provides students with multiple opportunities to develop an analytical perspective on government and politics in the United States and the state of Iowa, to develop civic commitment and capacity, and to build a well-informed, thoughtful response to the course question: *What is the proper role of government in a democracy*?  This question is in use iteratively throughout the course. Students return to it frequently, revising and deepening their understanding and responses in light of the concepts they are learning such as the foundation of U.S. government, political beliefs/behaviors, elections and voting, and policymaking institutions. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples.

**Link to Course Resources:** [**http://socialstudies.dmschools.org/government.html**](http://socialstudies.dmschools.org/government.html)

*Access to Teach TCI Government Alive!*

[www.teachtci.com](http://www.teachtci.com)

Click Teacher Login

Username: DMPS email address

Password: \*school name\*

If you need access to an account, please contact your curriculum coordinator.

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| SEMESTER  | **Unit 1: America’s Political Philosophy** | **Unit 2: Linkage Institutions** | **Unit 3: Branches of Government** |
| Topic Scales to be reported in IC | Political Philosophy | Linkage Institutions | Branches of Government |
| Reporting frequency of topic scores | **3-4 weeks** | **6-7 weeks** | **6-7 weeks** |
| *Approximate beginning and end dates for the topics* | 8/23 – 9/20 | 9/23 – 10/31 | 11/6 – 1/10 |
| *Standards Addressed* | *SS-Gov.9-12.13; SS-Gov.9-12.14; SS.Gov.9-12.15; SS-Gov.9-12.16* | *SS-Gov.9-12.14; SS-Gov.9-12.18; SS-Gov.9-12.19; SS-Gov.9-12.20; SS-Gov.9-12.21; SS-Gov.9-12.22; SS-Gov.9-12.26* | *SS-Gov.9-12.17; SS-Gov.9-12.23; SS-Gov.9-12.24; SS-Gov.9-12.25* |

**Standards-Referenced Grading Basics**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate all learning targets from Level 2 but fewer than half of the learning targets from Level 3 | 2.0 |
| Demonstrate at least half of the Level 2 learning targets and none of the Level 3 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |

**Our purpose in collecting a body of evidence is to:**

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.

• Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.

• Show student learning of Level 3 targets through multiple and varying points of data

• Provide opportunities for feedback between student and teacher.

**Scoring**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**\*\*\*Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores**.

**Guiding Practices of**

**Standards-Referenced Grading**

**1.** A consistent 4-point grading scale will be used.

**2.** Student achievement and behavior will be reported separately.

**3.** Scores will be based on a body of evidence.

**4.** Achievement will be organized by learning topic and converted to a grade at semester’s end.

**5.** Students will have multiple opportunities to demonstrate proficiency.

**6.** Accommodations and modifications will be provided for exceptional learners.

**Multiple Opportunities**

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

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| Unit 1: America’s Political Philosophy |
| What’s the proper role of government and its citizens within our constitutional democracy? *4* weeks  |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| Throughout our history, Americans have tended to be distrustful of power, government, and politics. Nonetheless, we look to our government to provide goods and services that we all want and need. The quintessential question continues to be, “What’s the proper role of government and its citizens within our constitutional democracy?” Students explore the connections between government, politics, and power. By examining different forms of government, students begin to understand the principles on which our representative democracy is founded. The United States rests on an important foundation of guiding principles and beliefs about citizens and government. For more than 200 years, the U.S. Constitution has served as a blueprint for our system of government and a guarantor of basic rights and freedoms for the American people. It continues to endure because of its flexibility and the strength of its underlying principles. In the study of federalism, students study the concept of federalism and consider the role of state and national government. **Student will recognize and recall specific vocabulary including:** Natural rights, popular sovereignty, liberty, Articles of Confederation, Shay’s Rebellion, Federalists/Antifederalists, enumerated powers, concurrent powers, reserved powers, federalism, checks and balances, separation of powers, autocracy, democracy and republic. | *TCI Government Alive!*Chapters 1-6*Primary Sources*Locke: *Second Treatise* (YLI); Jefferson: *Declaration of Independence**Articles of Confederation; U.S. Constitution*[NBC Learn Unit 1 Founders’ Intent Resources](http://archives.nbclearn.com/portal/site/k-12/sharedlist?addpnum=1427849693186&uid=4c809df9d8b26648280a8278c91ffb7c&lid=17418351)[NBC Learn Amendment Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1427849788606&sb=airpublish&so=descending&ip=25&pi=d1411ea811c91210VgnVCM2000006fc3d240RCRD&cp=/html/nbcarchive/chapters/f032369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)*Web Sites*[www.politicalcompass.org](http://www.politicalcompass.org)[www.theadvocates.org/quiz](http://www.theadvocates.org/quiz)[www.pollingreport.com](http://www.pollingreport.com)[www.gallup.com](http://www.gallup.com)Ideology song and Barney Fife and the Preamble[www.youtube.com/watch?v=oBuPQgV8yBM](http://www.youtube.com/watch?v=oBuPQgV8yBM)Link to Course Resources: <http://socialstudies.dmschools.org/government.html>*Heartland AEA Resources*Points of View Reference Center<http://www.ebscohost.com/us-high-schools/points-of-view-reference-center>Learn 360 Film Clips <http://www.learn360.com/index.aspx>Newsela <http://newsela.com/>60 Second Civics <http://new.civiced.org/resources/multimedia/60-second-civics> |
| America’s Political Philosophy Scale |
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| **Topic** | **4** | **3**  | **2** |
| **Political Philosophy**Iowa Core Social Studies Standards: [SS-Gov.9-12.13; SS-Gov.9-12.14; SS.Gov.9-12.15; SS-Gov.9-12.16](https://iowacore.gov/sites/default/files/k-12socialsudiesstandards.pdf) | In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.Student will be able to:Example: **Develop** an argument that supports, modifies, or refutes the following claim: The Founding Fathers would have supported the way in which American democracy has changed over time. | **Student will be able to:**3A: **Trace the development of** the teachings of political philosophers as it relates to the American ideas of government. 3B: **Evaluate** the considerations that shaped the creation of the *U.S. Constitution.* 3C: **Defend** how the core principles of the *U.S. Constitution* guard against autocratic or tyrannical rule.  | **Student will be able to:**2A: **Describe** how political philosophers viewed the role of government in people’s lives.* **Explain** how views of a just government have changed over time.

2B: **Identify** the weaknesses of the Articles of Confederation and provide examples. * **Identify** specific problems under the Articles of Confederation.
* **Explain** how the national government under the proposed Constitution operated differently than under the Articles of Confederation.
* **Explain** how the national government funded the military under the *U.S. Constitution.*

2C: **Explain** how checks and balances, representation, and federalism prevent the development of autocracy or rebellion. * Describe the core principles of government.
* Describe the concept of autocracy and tyranny.
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| Unit 2: Linkage Institutions |
| What is the role of citizen participation in our democracy? 6 weeks  |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| Civic participation is essential in a democracy. Citizens who get involved in civic and community groups help to strengthen civil society. At the same time, they tend to become more engaged in the political process. In this unit, students explore various ways for citizens to participate in government and politics. Sometimes, citizens get involved through political parties or interest groups. Political parties and interest groups play an important part. Both exert a strong influence on government and offer ways for Americans to participate in the political process. Elections, of course, play a major role in American politics. We have more elections and elected officials than most other democracies. At the same time, the electoral process is complicated and expensive, and many voters do not participate. Students explore the role of the Iowa Caucus and primaries in selecting nominees from each party to run for President. Iowa’s special role in this process is a unique entry point for students to connect, in an authentic way, to the nominations and campaigns process. **Students will recognize and recall specific vocabulary including:** Political socialization, ideology, liberal, conservative, libertarian, traditional, coalition, political parties, interest groups, broadcast media, narrowcast media, new media, gatekeeper, scorekeeper, and watchdog.  | *TCI Government Alive!*Chapters 7-10*TCI: Mock Election Simulation*[NBC Learn Election Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1427849910659&sb=airpublish&so=descending&ip=25&pi=acc6eee861981210VgnVCM2000006fc3d240RCRD&cp=/html/nbcarchive/chapters/f032369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)[NBC Learn Political Beliefs & Behaviors Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1427849968496&sb=airpublish&so=descending&ip=25&pi=201f7c128a9e0210VgnVCM10000075c1d240RCRD&cp=/html/nbcarchive/chapters/f032369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)[NBC Learn Unit 2 Elections Resources](http://archives.nbclearn.com/portal/site/k-12/sharedlist?addpnum=1427852251277&uid=4c809df9d8b26648280a8278c91ffb7c&lid=17418352)*Websites*[www.livingroomcandidate.org](http://www.livingroomcandidate.org), [www.icivics.org](http://www.icivics.org), [www.opensecrets.org](http://www.opensecrets.org), [www.procon.org](http://www.procon.org), [www.yli.org](http://www.yli.org)*Youth Leadership Institute Lesson Ideas* [www.yli.org](http://www.yli.org)Link to Course Resources: [socialstudies.dmschools.org/government.html](http://socialstudies.dmschools.org/government.html)*Heartland AEA Resources*Learn 360 Film Clips<http://www.learn360.com/index.aspx>Newsela <http://newsela.com/> |

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| Linkage Institution Scale |
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| **Topic** | **4** | **3** | **2** |
| **Linkage Institutions**Iowa Core Social Studies Standards: [SS-Gov.9-12.14; SS-Gov.9-12.18; SS-Gov.9-12.19; SS-Gov.9-12.20; SS-Gov.9-12.21; SS-Gov.9-12.22; SS-Gov.9-12.26.](https://iowacore.gov/sites/default/files/k-12socialsudiesstandards.pdf) | In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.Student will be able to:Example: **Take a position** 3 political issues and decide which political ideology you align with most on each of the issues. **How and why did you develop your own political ideology?** In your answer identify the way in which the factors of political socialization have specifically influenced your ideology on each issue.. | **Student will be able to:**3A: **Analyze** historical and emerging patterns of political action and activism. 3B: **Justify** why (or why not) political parties are necessary for the political process. 3C: **Justify** why a given strategy is most effective for an interest groups to mobilize voters and government institutions to affect change.3D: **Evaluate** the impact the news media has on the political process. | **Student will be able to:**2A: **Describe** factors of political socialization.* **Explain** how various groups used political action and activism to affect change.

2B: **Explain** how political parties are organized and mobilize voters to affect change. * **Classify** beliefs under different ideologies.

**2C: Describe** strategies used by interest groups to affect political change. **2D: Describe** the roles media play in politics and provide examples of each. |

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| Unit 3: Branches of Government |
| How does the structure of government best practice the rights and fulfill the responsibilities outlined by the *Constitution?* 6 weeks |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| In this unit, students will explore and analyze the legislative, executive, and judicial branch. Students will explore both the structure and function of Congress and the legislative process in Iowa. As part of learning about the executive branch, students will analyze the federal budget and consider the process of creating the budget. Finally, students will learned about the ever-changing nature of the judicial system, look at how the federal and state courts resolve conflict, and shape public policy through the judicial review process.**Legislative Branch** - Student will recognize and recall specific vocabulary including: bicameralism, elastic clause, unified government, divided government, filibuster, congressional committees, Senate, House of Representatives, Congress**Executive Branch** – Student will recognize and recall specific vocabulary including: discretionary spending, mandatory spending, cabinet, bureaucracy, veto, foreign policy, isolationism, foreign policy, internationalism, anti-terrorism, containment**Judicial Branch** - Student will recognize and recall specific vocabulary including: judicial review, precedent, criminal law, civil law, defendant, plaintiff, plea bargain, judicial activism, judicial restraint | *TCI Government Alive!*Chapters 11, 12, 13, 14, 15, and 16*Video*I’m Just a Bill (video clip)Shouting Fire (HBO documentary)Standard Deviants (video)[NBC Learn Article 1 – Legislative Branch Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1427850523150&sb=airpublish&so=descending&ip=25&pi=b425369be49e0210VgnVCM10000075c1d240RCRD&cp=/html/nbcarchive/chapters/f032369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)[NBC Learn Congress Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1427850679446&sb=airpublish&so=descending&ip=25&pi=7d89eff8da9e0210VgnVCM10000075c1d240RCRD&cp=/html/nbcarchive/chapters/f032369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)[NBC Learn Article II Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1427850837440&sb=airpublish&so=descending&ip=25&pi=85dd4e434cd91210VgnVCM2000006fc3d240RCRD&cp=/html/nbcarchive/chapters/f032369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)[NBC Learn Presidency Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1427850795410&sb=airpublish&so=descending&ip=25&pi=1ca7c567d99e0210VgnVCM10000075c1d240RCRD&cp=/html/nbcarchive/chapters/f032369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)[NBC Learn Bureaucracy Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1427850774445&sb=airpublish&so=descending&ip=25&pi=453cc567d99e0210VgnVCM10000075c1d240RCRD&cp=/html/nbcarchive/chapters/f032369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)[NBC Learn Article III Judicial Branch Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1427851064479&sb=airpublish&so=descending&ip=25&pi=02aacf586dd91210VgnVCM2000006fc3d240RCRD&cp=/html/nbcarchive/chapters/f032369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)[NBC Learn Supreme Court Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1427851038258&sb=airpublish&so=descending&ip=25&pi=456f63f63dca1210VgnVCM2000006fc3d240RCRD&cp=/html/nbcarchive/chapters/f032369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)Link to Course Resources: [socialstudies.dmschools.org/government.html](http://socialstudies.dmschools.org/government.html)*Heartland AEA Resources*Points of View Reference Center<http://www.ebscohost.com/us-high-schools/points-of-view-reference-center>Learn 360 Film Clips <http://www.learn360.com/index.aspx>Newsela <http://newsela.com/>60 Second Civics <http://new.civiced.org/resources/multimedia/60-second-civics>  |

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| Branches of Government Scale |
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| **Topic** | **4** | **3** | **2** |
| **Branches of Government**Iowa Core Social Studies Standards: **\*direct standard**[SS-Gov.9-12.17; SS-Gov.9-12.23; SS-Gov.9-12.24; SS-Gov.9-12.25.](https://iowacore.gov/sites/default/files/k-12socialsudiesstandards.pdf) | In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.Students will be able to:Example: **Discuss** the underlying reasons that explain why Congress moves slowly and inefficiently. **Evaluate** the advantages and disadvantages of Congressional policymaking | **Students will be able to:**3A: **Evaluate** the value and importance of a bicameral legislature.3B: **Clarify** how the roles and powers of the President has expanded beyond those granted by the Constitution.3C: **Analyze** how people use and challenge public policies through formal and informal means with attention to important judicial processes and landmark court cases **(\*SS-Gov.9-12.24)**3D: **Evaluate** and **explain** the relationships among the branches of government **(\*SS-Gov.9-12.17)**3E: **Evaluate** multiple procedures for making governmental decisions at local, state, national, and international levels (**\*SS-Gov.9-12.23**) | **Students will be able to:**2A: **Describe** how a bicameral legislature serves as a check and balance for our government.2B: **Describe** the roles and powers of the President.2C: **Trace** the formal process of challenging public policies.* **Describe** the informal process for challenging public policies.

2D: **Describe** the role of each of 3 branches of government (Legislative, Executive, Judicial)* **List** the checks and balances
* **Describe** the separation of powers

2E: **Explain** the way decisions are made at local, state, national, and international levels. |
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| Writing Arguments and Using Information from Different Sources Scale |
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| **Topic** | **4** | **3** | **2** |
| **Using Information from Different Sources**Common Core E/LA in the History and Social Science Standards: RH.11-12.7, W.11-12.1 | In addition to meeting the learning goal, the product created includes the use of content-specific vocabulary, uses a variety of relevant sources, and makes real world connections to create the new product. | Creates a product by integrating visual information (i.e. charts, graphs, maps, etc.) with other information in print text by clearly showing connections between them. Product created uses a variety of relevant sources and makes reference to each source used.  | Creates a product by using visual information with other information in print text, but fails to meet the learning goal in one or more ways: lacks connection between sources used, sources are copy/pasted, sources may not be relevant, or sources are inaccurately interpreted.  |
| **Writing Arguments**Common Core E/LA in the History and Social Science Standards: RH.11-12.7, W.11-12.1 | In addition to meeting the learning goal, the writing goes beyond the grade level expectation by connecting the information to one or more of the following: -a development from a different historical period, political situation, or geographical area-a connection to a course theme or approach to understanding government that is not the focus of the writing  | 3A - Introduce a knowledgeable claim, establish the significance of the claim, and distinguish the claim from opposing claims.3B - Organize claim(s) and evidence clearly (chronologically, thematically, etc.).3C - Develop claim(s) with logical reasoning, accurate data, evidence, and examples; 3D - Provide a concluding statement (a sentence or a paragraph). | A level 2 writing sample fails to meet the learning goal in two areas: -Introduction  -Organization -Use of evidence -Conclusion*\*A level 1.5 writing sample fails to meet the level 3 standard in two areas.* *\*A level 1 writing sample fails to meet the level 3 standard in all areas, but a valid attempt was made by the student.*  |

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