**US Government**

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| **Topic** | **Level 2** | **Level 3** | **Level 4** | **Learning Plan** | **BOE #1** | **BOE #2** | **Topic Score** |
| Structure and Functions of Government - Founders | Specific vocabulary such as:  government, politics, representative democracy, natural rights, constitution, *U.S. Constitution*, Bill of Rights  Basic Knowledge such as:  principles of *Constitution*; examples of each: separation of powers, checks/balances, federalism, judicial review, limited gov’t, popular sovereignty, rule of law | Describe the importance (significance) of the principles of the *U.S. Constitution* using present day examples.  List advantages and disadvantages of democracy under a federal system.  Apply Bill of Rights to real life scenarios. | Discuss the appropriate role of government in ensuring civil liberties/civil rights within our democracy. |  |  |  |  |
| Civic Action – Political Beliefs and Behaviors | Specific vocabulary such as:  political ideology, political socialization, liberal, conservative, moderate/ independent  Basic Knowledge such as:  the political spectrum and basic ideas on the scope/size of government  agents of political socialization | Choose one agent of political socialization and describe its influence on a person’s political ideology.  List the basic political beliefs of each: liberal/Democrat, and conservative/Republican.  Describe a controversial political issue and present positions from both sides of political spectrum. | Assess how one’s political beliefs and behaviors influence public policy decisions and civic action(s). |  |  |  |  |
| Civic Action – Linkage Institutions and Elections | Specific vocabulary such as:  linkage institutions, suffrage  Basic Knowledge such as:  the purpose and function of linkage institutions: electoral process, Electoral College, media, political parties, Democrats, Republicans, interest groups | Compare and contrast the purpose and function of interest groups and political parties.  Explain the role of the Electoral College in electing a president. | What is the role of citizen participation in our democracy?  Evaluate how each of the linkage institutions impacts the electoral process. |  |  |  |  |

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| Structure and Functions of Government - Legislative | Specific vocabulary such as:  bicameralism, elastic clause, unified government, divided government  Basic Knowledge such as:  the legislative branch as found in Article I of the *Constitution*  length of terms in the H of R and Senate  how legislative seats are awarded in the H of R and Senate  how a bill becomes a law | Discuss the reasons for a bicameral legislature in terms of the policymaking process.  Identify Article I Sec.8 Clause 18 as the elastic or necessary and proper clause and explain the importance of the clause in policymaking.  Explain, with examples, the differences between the H of R and the Senate.  Describe a situation during the law making process where a bill can be killed. | Discuss the underlying reasons that explain why Congress moves slowly and inefficiently. Evaluate the advantages and disadvantages of Congressional policymaking. |  |  |  |  |
| Structure and Functions of Government - Executive | Specific vocabulary such as:  discretionary spending, mandatory spending, cabinet, bureaucracy, veto, foreign policy, isolationism, foreign policy, internationalism, anti-terrorism, containment  Basic Knowledge such as:  the executive branch as Art. II of the *Constitution*; the term length of the president; presidential powers as shared with other branches of government as part of the system of checks and balances, the roles of the pres. | Identify specific powers that are granted to the president from the *Constitution.*  Describe and give examples of two roles the President plays.  Define and provide examples of mandatory spending and discretionary spending.  Give an example of bureaucracy and explain services provided to the public. | Evaluate the ways in which the president uses different roles to influence public policy. Make a case for the role you believe to be the most significant. |  |  |  |  |

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| Structure and Functions of Government - Judicial | Specific vocabulary such as:  judicial review, precedent, criminal law, civil law, defendant, plaintiff, plea bargain, judicial activism, judicial restraint  Basic Knowledge such as:  the judicial branch as outlined in Article III  basics of the Supreme Court (seats 9 justices, who serve for life)  written opinion, original/appellate jurisdiction, Bill of Rights and 14th Amendment | Explain the significance of judicial review.  Compare and contrast criminal and civil law.  Distinguish between original and appellate jurisdiction.  Describe the role of the Supreme Court and provide an example of a landmark case. | Evaluate whether or not the term of a Supreme Court Justice supports or opposes the principles of our democracy. |  |  |  |  |
| Internationalism | Basic Knowledge of:  foreign policy  Specific vocabulary such as:  globalization, diplomacy  ambassador, sanction | Describe current U.S. foreign policy issues.  Explain, with examples, the role of an ambassador.  Describe different foreign policy tools used by the U.S. | Assess the responsibility of the U.S. as a world power.  Propose a solution to a foreign policy issue. |  |  |  |  |

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| Using Information from Different Sources | Begins to create a product by integrating visual information with other information in print/digital text, but needs to do more to show connections between sources. | Creates a product by integrating visual information (i.e. charts, graphs, photographs, maps, etc.) with other information in print/digital text by clearly showing connections and making meaning between sources. | In addition to meeting the level 3 expectation, the product includes the use of extended, content-specific vocabulary and makes connections to history or modern-day concepts. |  |  |  |  |
| Writing Arguments | Writes arguments focused on discipline-specific content.  A level 2 writing sample fails to meet the level 3 standard in one or more 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.* | Write arguments focused on discipline-specific content.  -Introduce a knowledgeable claim, establish the significance of the claim, and distinguish the claim from opposing claims.  -Organize claim(s) and evidence clearly (chronologically, thematically, etc.).  -Develop claim(s) with logical reasoning, accurate data, evidence, and examples;  -Provide a concluding statement (a sentence or a paragraph). | In addition to meeting the level 3 expectation, the writing:  -Establishes the significance of the claim and distinguishes the claim(s) from opposing claims using prior knowledge and a deep understanding of multiple perspectives.  -Organizes reasons and evidence clearly (chronologically, thematically, etc.) with strong transitions.  -Develops claim(s) with logical reasoning, an abundance of accurate data, evidence, and examples.  -Provides an analysis of evidence and support for claim. |  |  |  |  |