



Inquiry Standards and KY Interdisciplinary Literacy Practices (KILP)

All High School Inquiry Standards are worded the same with the distinction HS followed by C (civics), E (economics), G (geography), UH (U.S. History), or WH (World History). In this directory, it is denoted with an XX. When referencing the appropriate social studies strand, replace XX and document by C, E, G, UH, or WH.

Questioning:

HS.XX.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key (civics, economics, geography, U.S. History, World History) concepts.

- KILP 10: Develop a literacy identity that promotes lifelong learning.

HS.XX.I.Q.2 Generate supporting questions to develop knowledge, understanding, and/or thinking relative to key (civics, economics, geography, U.S. History, World History) concepts framed by compelling questions

- KILP 10: Develop a literacy identity that promotes lifelong learning.

Investigating:

Investigating occurs the exploration of the discipline strand standards.

Using Evidence:

HS.XX.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in (civics, economics, geography, U.S. History, World History).

- KILP 1-Recognize that text is anything that communicates a message.
- KILP 3:View literacy experiences as transactional, interdisciplinary, and transformational.
- KILP 7: Utilize digital resources to learn and share with others.
- KILP 8: Engage in specialized, discipline-specific literacy practices.

HS.XX.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in (civics, economics, geography, U.S. History, World History).

- KILP 6: Collaborate with others to create new meaning.
- KILP 7: Utilize digital resources to learn and share with others.

HS.XX.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or



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supporting questions in (civics, economics, geography, U.S. History, World History)

- KILP 2: Employ, develop, and refine schema to understand and create text.
- KILP 9: Apply high level cognitive processes to think deeply and critically about text.

Communicating Conclusions:

HS.XX.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in (civics, economics, geography, U.S. History, World History)

- KILP 4: Utilize receptive and expressive language arts to better understand self, others, and the world.

HS.XX.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations, or public communications relevant to meaningful and/or investigative questions in (civics, economics, geography, U.S. History, World History)

- KILP 6: Collaborate with others to create new meaning.

HS.XX.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in (civics, economics, geography, U.S. History, World History).

- KILP 5: Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
- KILP 7: Utilize digital resources to learn and share with others.

Note: Success Criteria listed in this document are suggested and not an exhaustive list.



Unit 1: Foundations of Government		Estimated Time Frame: 20 Days		
<u>Inquiry Standards and Interdisciplinary Literacy Practices</u>				
Big Idea				
<p>In the “Foundations of Government,” unit, students will gather information and evidence from credible primary sources (i.e. Hobbes, Locke, Montesquieu, Declaration of Independence, Articles of Confederation) and engage in civil discussion about why governments exist and how they operate in varying circumstances. A special emphasis will be placed on the development of American government beginning with Enlightenment thinkers and early colonial governments up to the revolutionary era and the Articles of Confederation.</p>				
Prerequisite skills and knowledge				
<p>From 8th Grade US History they should know/be able to: -the causes and consequences of the American Revolution -the Enlightenment Ideals</p>				
Compelling Question				
What does an effective government look like?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
How does history shape societal norms?	8.H.KH.1 Articulate Kentucky’s role in early American history from the earliest colonial settlement to 1877. HS.XX.I.CC.3	Design an environment relevant to mutual knowledge of rules and societal norms.	Gather evidence to support rules and norms. Utilize evidence to communicate a classroom norms action plan.	Rule of Law Constitution General Welfare Preamble Roman Numerals Ideology Principles of Government



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	Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in (civics, economics, geography, U.S. History, World History).			
Why do we have governments?	HS.C.CP.3 Compare various forms of government and how each maintains order, upholds human rights and interacts within the international community.	We are learning why governments are created	I can analyze the reasons why societies create governments. I can define the role of government.	State of nature Sovereignty Natural rights Civic responsibility Social contract
How do different types of governments function?	HSE.MA.1 Evaluate how values and beliefs like economic freedom, equity,	We are comparing different types of government	I can compare and explain differences among types of governments.	Markets Free-market economy Command economy Mixed economy Communism



	full employment, price stability, security, efficiency, and growth help to form different types of economic systems.		I can compare and explain differences among types of economic systems. I can connect governments and economic systems.	Socialism Capitalism
How did English common law and natural rights philosophy influence the American founding?	HS.C.CV.1 Explain how classical republicanism, natural rights philosophy and English common law influenced the thinking and actions of the American Founders.	We are exploring the individuals and ideas that shaped the foundational documents of America	I can discuss how English common law influenced American founding documents. I can analyze how Enlightenment philosophers influenced American founding documents.	Magna Carta English Bill of Rights Petition of Right Two Treatises Thomas Hobbes John Locke Mayflower Compact Common law Ideology/Ideas Social Contract
What issues and concerns divided America and England?	HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally. HS.E.MA.4 Analyze the impact of fiscal	We are studying the historical challenges that arose between Colonial America and England.	I can explain the disagreements between America and England on who has the right to govern the colonies. I can explain how English colonial policies led to division in colonial America.	Declaration of Independence Continental Congress Taxation Boycott Social contract Intolerable Acts- (Declaratory Acts, Coercive Acts) King George III Stamp Act



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	policies, various government taxation and spending policies on the economy.			Navigation Acts Tea Act
What did the American founders learn from the implementation of the Articles of Confederation?	HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally.	We are exploring the significance of the Articles of Confederation in shaping the development of America	I can evaluate the weaknesses of the Articles of Confederation and its impact on early America. I can evaluate the successes of the Articles of Confederation.	Articles of Confederation Confederacy Unicameral Economic Depression Shays' Rebellion Northwest Ordinance of 1787 (was on CUA 1) Framers of the constitution
Summative Assessment- Test by fall break				
DBQ- Moon Colony Unit 1 Common Assessment Released Items				
Anchor Materials			Resources	
Savvas <ul style="list-style-type: none"> Chapter 1-3 Interactive Primary Source: Two Treatises of Gov, John Locke Interactive Map: Four Characteristics of a State Interactive Map: Forms of Government Among Countries of the World Interactive Primary Source: The Magna Carta Interactive Gallery: The Beginning of Monarchies Interactive Gallery: Great Thinkers of the 			<ul style="list-style-type: none"> Magna Carta English Bill of Rights Petition of Right Mayflower Compact (State Required) Declaration of Independence (State Required) C-SPAN Scavenger Hunt (KY, Primary Sources, etc) Class Constitution Citizenship Pre-test Neighborhood Good iCivics 	



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Enlightenment “Ideals of Declaration. Which are the most important?” DBQ	
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Unit 2: Constitution		Estimated Time Frame: 20 Days		
<u>Inquiry Standards and Interdisciplinary Literacy Practices</u>				
Big Idea				
<p>In the “Constitution” unit, students will learn about why and how the United States Constitution was developed and written. Students will gather information and evidence from The Federalist Papers, The Constitution, and the Bill of Rights to generate supporting questions about the Constitution and how it was developed. Students will then use evidence to construct claims about how well the Constitution upholds the general welfare. Students will also engage in disciplinary thinking and construct arguments, and explanations about the compromises of the Constitutional Convention, and the fundamental principles of the Constitution (Federalism, Separation of Powers, Rule of Law, Checks and Balances, Popular Sovereignty and Republicanism).</p>				
Prerequisite skills and knowledge				
<p>From 8th Grade US History they should know/be able to:</p> <ul style="list-style-type: none"> -explain the structure and principles of the U.S. Constitution -evaluate the rights protected in the Bill of Rights 				
Compelling Question				
To what extent does the U.S. Constitution promote the general welfare of the people?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
Could the U.S. Constitution have been written without compromise?	HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and	We are studying the proceedings and outcomes of the Constitutional Convention.	<p>I can explain the conflicts and compromises that arose at the Constitutional Convention.</p> <p>I can evaluate the</p>	<p>Constitutional Convention</p> <p>Virginia Plan</p> <p>New Jersey Plan</p> <p>Great Compromise</p> <p>Three-Fifths Compromise</p>



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Possible edit: How did the framers compromise to form the new government?	internationally.		intended and unintended consequences of Constitutional compromises.	Electoral College Bill of Rights Federalist Anti-Federalist Ratification
How do the principles of federalism, separation of powers, and checks and balances limit the power of the national government?	HS.C.CP.1 Explain how the U.S. Constitution embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare	We are exploring the foundational principles of government.	I can analyze how federalism, separation of powers and checks and balances are intended to limit the power of the national government.	Federalism Elastic Clause Separation of Powers Checks and Balances Articles
How do the principles of rule of law, popular sovereignty, and republicanism protect the voice of the people?		We are exploring the foundational principles of government.	I can analyze how rule of law, popular sovereignty, and republicanism are intended to protect the voice of the people	Rule of Law Republicanism Preamble Popular Sovereignty Representative Democracy
How do the Bill of Rights		We are analyzing the principles of the U.S.	I can explain how the amendments to the U.S.	Amendment Amendment Process



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and other amendments promote the general welfare of the people?		Constitution, including the amendment process.	Constitution can adapt to promote the general welfare of the people.	Ratification Due Process Bill of Rights Civil Rights Living Document Strict v. Loose Constructionist
How does Kentucky's government structures compare to the federal government?	<p>HS.C.KGO.1 Explain how the Kentucky Constitution embodies the principles of rule of law, popular sovereignty, separation of powers and checks and balances.</p> <p>HS.C.KGO.2 Compare Kentucky's government to other states and the federal government.</p>	We are comparing our federal Constitutional principles to Kentucky's state Constitution.	<p>I can describe the powers and structure of the KY state government as described in the KY state Constitution.</p> <p>I can compare the structure of the KY government to the U.S. government.</p>	<p>Separation of Powers</p> <p>Checks and Balances</p> <p>Rule of Law</p> <p>Popular Sovereignty</p> <p>Governor</p> <p>Lt. Governor</p> <p>General Assembly</p> <p>Kentucky Supreme Court</p> <p>Pardon Power</p> <p>Term Limits</p> <p>Right to Public Education</p> <p>Veto</p> <p>Legislation</p> <p>Judicial Review</p> <p>Executive Orders</p> <p>Budget</p> <p>Veto Override</p>
How do citizens have an impact on government decisions and	HS.C.KGO.3 Describe how active citizens can affect change in their communities	We are learning about the role of citizens in state policy and decision-making.	I can describe actions citizens take that impact KY and US government policy.	<p>Lobbying</p> <p>Voting</p> <p>Taxes</p> <p>Organizing</p> <p>Protest</p>



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policies?	and Kentucky.			
Summative Assessment- Test tentative late October				
Unit 2 Common Assessment Released Items				
Anchor Materials			Resources	
Savvas Chapter 2 & 3 “How did the Constitution guard against tyranny?” DBQ Creating Change In My Community			<ul style="list-style-type: none"> • The United States Constitution • Federalist No. 1 (State Required) • Federalist No. 10 (State Required) • Federalist No. 51 (State Required) • Madison’s June 8, 1789 Speech on the Bill of Rights (State Required) • American Bill of Rights (State Required) • C-SPAN 	

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Unit 3: Political Process		Estimated Time Frame: 20 Days		
<u>Inquiry Standards and Interdisciplinary Literacy Practices</u>				
Big Idea				
<p>In the “Political Process” unit, students will generate supporting questions about voters and elections, engage in disciplinary thinking and apply appropriate evidence to propose a solution to debates in American politics such as the use of the Electoral College, and use appropriate evidence to construct and revise claims that they develop in response to compelling and supporting questions about how citizens and various groups influence the government and its decisions. Students will examine the impact of interest groups, mass media, lobbyists, and citizens in impacting the policies and goals the government pursues and the methods various groups and citizens employ to accomplish their policy goals.</p>				
Prerequisite skills and knowledge				
<p>From 8th Grade US History they should know/be able to: -the democratic process of American elections</p>				
Compelling Question				
Can “we the people” effectively use their voice at the ballot box?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
What factors influence how people vote in elections?	<p>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.</p> <p>HS.G.HI.2 Analyze how cultural and</p>	We are exploring the factors that influence voting.	<p>I can...</p> <ul style="list-style-type: none"> - Generate a list of factors that influence voters - Give examples of how culture and the economy play a role in elections 	<p>Public opinion Political socialization Political ideology Voter turnout Demographics Socioeconomic Status Liberal Conservative</p>



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	economic decisions influence the characteristics of various places.			Moderates Republican Democratic Socialist
How do interest groups and mass media influence the political process?	HS.C.PR.2 Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.	We are exploring the factors that influence voting.	I can... <ul style="list-style-type: none"> - Describe how organizations and interest groups influence politics - Give examples of how social media can impact elections - Determine credibility of sources. 	Political Action Committee Interest Groups (and types) Campaign finance Party platform Lobbying Iron Triangle Mass media Social media Media bias Roles of media
How do voters and political parties interact?		We are exploring the relationships between political parties and voters.	I can... <ul style="list-style-type: none"> - Describe the role political parties play in processes - Explain with examples the purpose of political parties 	Primary General Election Caucus Third party Campaign Ads Nomination
Is voting a right or a responsibility?	HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.	We are determining the importance of voting.	I can... <ul style="list-style-type: none"> - Differentiate between what is a right and what is a responsibility. 	Registration Voting rates Right Voting Rights Act Responsibility



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	<p>HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.</p> <p>HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.</p>		<ul style="list-style-type: none"> - Explain how voting rights was restricted and expanded historically - Describe the impact of people and groups in the fight for access to voting. 	<p>Amendments Suffrage Restrictive and Expansive Voting Policies Poll taxes Literacy test Grandfather clause Jim Crow laws 15th, 19th, 24th, and 26th Amendments Civil Rights Act 1965 Voting Rights Act of 1965</p>
<p>Does the Electoral College accurately reflect the voice of the people?</p>	<p>HS.C. PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and</p>	<p>We are learning about the Electoral College as a function of government.</p>	<p>I can...</p> <ul style="list-style-type: none"> - Define the Electoral College - Explain the intended purpose for the Electoral College 	<p>Popular vote Electoral College Electors Winner-Take-All (unit rule) Proportional representation</p>



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	internationally. HS.C.KGO.2 Compare Kentucky’s government to other states and to the federal government.		<ul style="list-style-type: none"> - Give examples of when the Electoral College did not reflect the majority will of the people - Generate an argument on if the Electoral College is effective. 	
How does civic engagement apply to us at a local level?	HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.	We are learning how to be civically engaged in our daily life.	I can... <ul style="list-style-type: none"> - Name community organizations and partners - Explain what certain community organizations do - Give examples of how, as a student, I can be civically engaged. 	
Summative Assessment- Can roll into final exams (Dec)				
Unit 3 Common Assessment Released Items				
District Common Unit Assessment over Units 1-3				
Anchor Materials			Resources	
Savvas Chapter 10 & 11 “Should the Electoral College be Abolished?” DBQ “Should Americans be required to vote?” DBQ			<ul style="list-style-type: none"> ● National Museum of American History ● C-SPAN ● Living Room Candidate ● Pew Research Center 	



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	<ul style="list-style-type: none">• Kentucky Voter Registration• Voting Rights Act of 1965 (National Archives)
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Unit 4: The Legislative Branch		Estimated Time Frame: 22-26 Days		
<u>Inquiry Standards</u>				
Big Idea				
Using Article I, students will explore how Congress operates through credible sources (i.e., U.S Constitution) and engage in civil discussion. They will discuss how external groups like the NRA and NOW, along with ordinary citizens, influence the law-making process. Students will also examine how Congress represents the American people and its role in maintaining checks and balances. Ultimately, students will evaluate Congress's effectiveness by gathering evidence and forming their own conclusions. Students will gather evidence from credible sources and construct a claim about the effectiveness of Congress.				
Prerequisite skills				
From 8th Grade US History they should know/be able to: -The individual branches of government and what they do -How a Bill Becomes a Law -				
Compelling Question				
How does Congress represent the people?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
What are the enumerated (expressed) and implied powers of Congress?	HS.C.PR.1 Analyze the role of the three branches of government in the lawmaking process	We are learning about the powers of Congress.	I can identify the powers of Congress and analyze their functions	Congressional Powers Inherent Powers Reserved Powers Appropriations Implied powers Necessary and Proper/



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	HS.C.CP.2 Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states			Elastic Clause Commerce Clause Taxation Expressed (enumerated) Powers
How does a bill become law?	HS.C.PR.1 Analyze the role of the three branches of government in the lawmaking process.	We are learning about how a bill becomes a law.	I can Identify the steps in the lawmaking process and analyze various issues that may arise throughout this process.	Senate House of Representatives Congressional Committees Seniority Speaker of the House Majority Leader Minority Leader Party Whip Veto Filibuster
How do the executive and judicial branches check and balance the legislative branch?	HS.C.CP.1 Explain how the U.S. Constitution embodies the principles of rule of law, popular sovereignty, republicanism, federalism,	We are learning about checks and balances.	I can explain the role of the legislative branch in the “checks and balances” system.	Veto Override War Powers Act Impeachment Judicial Review



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	separation of powers and checks and balances to promote general welfare.			
How do political parties and interest groups impact legislation?	HS.C.PR.2 Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.	We are learning how political parties and interest groups influence the law-making process.	I can analyze the influence and impact of political parties and interest groups in the lawmaking process	Clientele groups Campaign fundraising Advocacy Interest Groups Political Parties
How well does Congress represent the states and the people?	HS.C.CP.2 Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states. HS.G.HI.2 Analyze how cultural and economic decisions influence the characteristics	We are learning about representative democracy.	I can compare the demographics of my legislators with those of my own community/school etc, and evaluate how this impacts legislation (positively and negatively).	Census Reapportionment Gerrymandering Cracking Gerrymandering Packing Gerrymandering Pork barrel spending Push-Pull Factors



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	<p>of various places.</p> <p>HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales</p>			
How can citizens impact the lawmaking process?	<p>HS.C.KGO.3 Describe how active citizens can affect change in their communities and Kentucky.</p> <p>HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.</p>	We are learning about the lawmaking process.	I can analyze the impact of the people in the lawmaking process.	<p>Petition</p> <p>Assembly</p> <p>Protest</p> <p>Activism</p> <p>Social Movements</p>
How do the decisions of the legislative branch impact citizens and	<p>HS.C.CP.2 Analyze legislative, executive and judicial branch decisions in terms</p>	We are learning about the intended and unintended consequences of public policies	I can identify the advantages/disadvantages of specific pieces of legislation.	Casework (PLCs determine relevant current events to examine)



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states?	<p>of constitutionality and impact on citizens and states.</p> <p>HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally.</p> <p>HS.G.HI.2 Analyze how cultural and economic decisions influence the characteristics of various places.</p>		I can discuss the impact of legislation for respective citizens, regions, or states.	
Summative Assessment				
Anchor Question Bank link (items tied to power standards) (<i>Link to Common Unit Assessment</i>)				
Anchor Materials		Resources		
Savvas Chapters 4, 10, and 11		<ul style="list-style-type: none"> ● Legislative Branch ● C-SPAN ● National Archives materials ● National Constitution Center 		



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Unit 5: The Executive Branch		Estimated Time Frame: 25 Days		
<u>Inquiry Standards</u>				
Big Idea				
<p>In the “Executive Branch” unit, students will gather information and evidence from credible primary sources (US Constitution, Federalist Papers) and engage in civil discussion about the many roles of the President. A special emphasis will be placed on the powers of the president and how far those powers go and how they have changed over time. Students will then use evidence to construct claims about how well the bureaucracy executes public policy. Students will also consider the role the executive branch plays in the system of check and balances.</p>				
Prerequisite skills				
<p>From 8th Grade US History they should know/be able to:</p> <ul style="list-style-type: none"> -constitutional requirements -understand the power of the presidency -presidents who have expanded presidential power 				
Compelling Question				
How much power does the Executive Branch really have?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
What are the powers of the executive	HS.C.PR.1 Analyze the role of the three branches of	We are learning about the powers of the Executive Branch.	I can identify the powers of the executive branch and analyze their	Article II Appointment State of the Union



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<p>branch granted by the Constitution?</p>	<p>government in the lawmaking process.</p>		<p>functions.</p>	<p>Commander-In-Chief Special session Veto Pardon Power</p>
<p>What are the formal and informal roles of the President?</p>	<p>HS.C.KGO.2 Compare Kentucky's government to other states and to the federal government.</p>	<p>We are learning about the roles of the president.</p>	<p>I can identify and describe the roles of the president and explain how presidents fulfill those roles.</p>	<p>Roles of the President: Chief Executive Chief Diplomat Legislative Leader Head of State Economic Leader Party Leader Commander-in-Chief</p>
<p>How does the executive branch execute policy?</p>	<p>HS.C.PR.2 Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy</p> <p>HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally.</p>	<p>We are learning about the Executive Branch functions.</p>	<p>I can describe how the bureaucracy executes public policy.</p>	<p>Presidential Cabinet Executive Agencies Bureaucracy Executive Orders Enforcement Signing statements Regulations</p>



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<p>How do the legislative and judicial branches check and balance the executive?</p>	<p>HS.C.CP.1 Explain how the U.S. Constitution embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.</p>	<p>We are learning about how the Executive Branch is checked and balanced by the other branches.</p>	<p>I can identify and describe the ways the power of the executive branch is balanced by the legislative branch.</p> <p>I can identify and describe the ways the power of the executive branch is balanced by the legislative branch.</p>	<p>Executive privilege Nomination process/ Senate Confirmation Budget Oversight Veto Override Impeachment Judicial Review</p>
<p>How have the powers of the Executive Branch changed over time?</p>	<p>HS.C.CP.2 Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.</p> <p>HS.C.PR.4 Compare the domestic and foreign policies of the United States and other countries</p>	<p>We are learning about the powers of the Executive Branch?</p>	<p>I can assess and analyze how the powers of the president have adapted to changes in the country over time.</p>	<p>Executive Orders War Powers Veto Term Limits</p>



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Summative Assessment		
Anchor Question Bank link (items tied to power standards) (<i>Link to Common Unit Assessment</i>)		
Anchor Materials	Resources	
Savvas Chapters 5 and 6 “Should the Electoral College be Abolished?” DBQ	<ul style="list-style-type: none"> • White House Historical Association • National Constitution Center • NCSS State of the Union Resources • Executive Power and Privilege • CSPAN and Impeachment 	

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Unit 6: The Judicial Branch		Estimated Time Frame: 25 Days		
<u>Inquiry Standards</u>				
Big Idea				
<p>In the “Judicial Branch” unit, students will gather information and evidence from credible primary sources (i.e. Article III of Constitution, Landmark Cases, Frontline Supreme Revenge episode) to construct and revise claims and counterclaims and engage in civil discussion about how the courts interpret laws and how those interpretations impact the power of the government and individual’s rights. A special emphasis will be placed on how the court uses the US Constitution to interpret laws, court jurisdiction, differentiation of criminal and civil cases, checks and balances, and how the court has changed over time about the powers and processes of the federal court system and more specifically the US Supreme Court. Students will examine how the philosophies and decisions of the court impact the rights and freedoms of individuals in the United States. Students will also consider the role the executive branch plays in the system of check and balances.</p>				
Prerequisite skills				
<p>From 8th Grade US History they should know/be able to:</p> <ul style="list-style-type: none"> -understand the role of the Supreme Court -Appeals -Judicial Review 				
Compelling Question				
How does the court’s interpretation of laws and justice affect society?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
What is the structure of the federal court system?	HS.C.CP.4 Evaluate how the U.S. judicial system is	We are learning about the federal court system.	I can describe the structure of the federal court system.	Article III Jury system District court Appeals court



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	designed to uphold equality before the law, due process and inalienable rights			U.S. Supreme Court Original jurisdiction Circuit courts Concurrent jurisdiction Criminal vs. Civil Appellate jurisdiction Original jurisdiction
What are the powers of the federal court system?		We are learning about the powers of the federal courts.	I can describe judicial review and its impact on the system of “checks and balances.”	Judicial Review Precedent Rule of Four
How does the legislative and executive branch check and balance the judicial branch?	HS.C.CP.1 Explain how the U.S. Constitution embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.	We are learning about how the Judicial Branch is checked and balanced by the other branches.	I can identify and describe how the power of the judicial branch is balanced by the legislative branch. I can identify and describe how the power of the judicial branch is balanced by the executive branch.	Impeachment Nomination process Amendments Court-size
How do judicial philosophies	HS.C.CP.2 Analyze legislative, executive and	We are learning about judicial philosophies.	I can compare and contrast various judicial philosophies and the	Judicial restraint Judicial activism Originalism



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<p>impact the decisions of the court?</p>	<p>judicial branch decisions in terms of constitutionality and impact on citizens and states.</p>		<p>impact of those philosophies on the decisions of the Court.</p>	<p>Textualism Living Constitution Brief Court opinion Majority Opinion Dissenting Opinion Concurring Opinion Precedent</p>
<p>What role has the judicial branch played in the expansion of civil rights and liberties?</p>	<p>HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.</p> <p>HS.C.CP.4 Evaluate how the U.S judicial system is designed to uphold equality before the law, due process and inalienable rights.</p> <p>HS.C.CP.2 Analyze legislative, executive and judicial branch</p>	<p>We are learning about how the Judicial Branch has impacted the expansion of civil rights and liberties.</p>	<p>I can analyze and evaluate how decisions of the Supreme Court have impacted the rights and liberties of individuals over time.</p>	<p>Bill of Rights Judicial Review Civil Rights Civil Liberties Due Process Constitutionality Public defender</p>



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	<p>decisions in terms of constitutionality and impact on citizens and states.</p> <p>HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877- present</p>			
Summative Assessment				
Anchor Question Bank link (items tied to power standards) (Link to Common Unit Assessment)				
Anchor Materials		Resources		
Savvas Chapter 7 “Is the American jury system still a good idea?”		<ul style="list-style-type: none"> ● Marbury v. Madison (1803) (State Required) ● Dred Scott v. Sandford (1857) (State Required) ● Plessy v. Ferguson (1896) (State Required) ● Brown v. Board of Education (1954) (State Required) ● National Constitution Center ● US Courts ● C-SPAN ● iCivics Court Quest 		



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*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.

Unit 7: Kentucky Regions and Economics		Estimated Time Frame: 10 Days		
<u>Inquiry Standards</u>				
Big Idea				
<p>In the “Kentucky State Government” unit, students will generate compelling questions about Kentucky state government and the issues facing the state, engage in disciplinary thinking and construct arguments about important government topics in Kentucky government, gather information and evidence from credible sources and use appropriate evidence to construct and revise claims and counterclaims about how best to address issues of concern in Kentucky. Students will explore the role of state governments and more specifically Kentucky state government and how its structure and powers compare to the federal government. Students will examine how the geography, culture, and economy of the state influence and are influenced by Kentucky state government and evaluate how those factors impact the lives of Kentuckians.</p>				
Prerequisite skills				
<p>From 8th Grade US History they should know/be able to:</p> <ul style="list-style-type: none"> -structure of federal/local government (Federal and States Rights) -Governor/Lt. Governor (Elementary School) -geographic regions of Kentucky - federalism (states rights v. national rights) 				
Compelling Question				
<p>How does the Kentucky state government impact individuals? Alt: Who has the power in state and local government?</p>				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary



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<p>How does the geography and culture of Kentucky impact its politics?</p>	<p>HS.G.KGE.1 Explain how Kentuckians view sense of place differently based on cultural and environment characteristics of varying regions of the state</p> <p>HS.G.KGE.2 Explain how the geography of Kentucky influences the development of the state</p>	<p>We are learning about how the culture and geography of Kentucky impact politics.</p>	<p>I can evaluate and analyze how the geography and culture of different parts of Kentucky impact the politics in those regions</p>	<p>Culture Cumberland Plateau Bluegrass Region Mississippian Plateau Pennyroyal Western Kentucky Coalfields Eastern Kentucky Coalfields The Knobs Jackson Purchase</p>
<p>How has legislation impacted Kentucky's economy?</p>	<p>HS.E.KE.2 Analyze how national and international trends and policies impact Kentucky's state and local economies</p> <p>HS.E.KE.3 Analyze how the four components of Gross Domestic Product (GDP) are combined to assess the health</p>	<p>We are learning about the economy of Kentucky.</p>	<p>I can assess examples of legislation and analyze their impacts on the economy of Kentucky.</p>	<p>Taxation Budget Tariff Trade Markets Regulation Gross Domestic Product (GDP)</p>



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	of Kentucky's economy			
Summative Assessment				
Anchor Question Bank link (items tied to power standards) (Link to Common Unit Assessment)				
Anchor Materials		Resources		
Savvas Chapter 13		<ul style="list-style-type: none"> • CivicLex • Kentuckians for the Commonwealth • Kentucky State Constitution • Kentucky Historical Society • KET Regions of Kentucky 		

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Tentative Unit 8:

HS.G.KGE.1 Explain how Kentuckians view sense of place differently based on cultural and environment characteristics of varying	We are learning about how the culture and geography of Kentucky impact politics.	I can evaluate and analyze how the geography and culture of different parts of Kentucky impact the politics in those regions	Culture Cumberland Plateau Bluegrass Region Mississippian Plateau Pennyroyal Western Kentucky Coalfields Eastern Kentucky Coalfields The Knobs Jackson Purchase
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<p>regions of the state</p> <p>HS.G.KGE.2 Explain how the geography of Kentucky influences the development of the state</p>			
<p>HS.E.KE.2 Analyze how national and international trends and policies impact Kentucky's state and local economies</p> <p>HS.E.KE.3 Analyze how the four components of Gross Domestic Product (GDP) are combined to assess the health of</p>	<p>We are learning about the economy of Kentucky.</p>	<p>I can assess examples of legislation and analyze their impacts on the economy of Kentucky.</p>	<p>Taxation Budget Tariff Trade Markets Regulation Gross Domestic Product (GDP)</p>



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Kentucky's economy			
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