



### **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.U.E.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.U.E.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).



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



<b>Unit 0: What is Civics?</b>		<b>Estimated Time Frame: 4-5 blocks</b>		
<b><u><a href="#">Inquiry Standards and Interdisciplinary Literacy Practices</a></u></b>				
<b>Big Idea</b>				
The civics standards promote knowledge of the historical foundations and principles of American government toward the goal of productive civic engagement. This unit serve as an introduction to the concept of civic engagement and sets a foundation for the skills students will need to study and deliberate local, state, and national government through the course of the year.				
<b>Prerequisite skills and knowledge</b>				
Awareness of community issues. Awareness of historical activist movements (ex: Civil Rights Movements, Women’s Liberation Movements, Gay Rights Movement, etc.)				
<b>Compelling Question</b>				
<b>Does civic engagement matter?</b>				
<b>Supporting Questions</b>	<b>KAS Standards</b>	<b>Learning Intentions</b>	<b>Success Criteria</b>	<b>Essential Vocabulary</b>
What is civic engagement?	<b>HS.C.RR.1 Evaluate the civic responsibilities of individuals within</b>	We are learning about civic engagement.	I can describe what civic engagement looks like.  I can explain why people	Civic engagement Civil discourse Social Power Informed Action



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	<b>a society</b>		might/might not choose to be civically engaged.	Political Socialization Democracy
How do people civically engage effectively?	HS.C.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics.	We are learning about civil discourse.	I can explain the importance of civil discourse in a democratic society.  I can engage in civil discourse.	Debate Deliberation Discussion Consensus Polarization Civil Discourse
How does the local government impact the people?	HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.	We are learning about local government.	I can describe how the local government makes and spends money.  I can create a claim with evidence about what LFUCG should fund.	LFUCG City Council Mayor's Office Revenue Appropriations Budget Public Opinion Government Opinion
How do people interact with their local government?	HS.C.KGO.3 Describe how active citizens can affect change in their communities and Kentucky.	We are learning about local government.	I can describe what the executive and legislative branches of government look like at the local level.  I can communicate with	LFUCG City Council Mayor's Office Partisanship



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			local government leaders, proposing needed changes.	
<b>Summative Assessment</b>				
<p><a href="#">Letter to City Council Person</a></p> <p><b>Civic Expo - ELEVATE moment</b></p> <p>District Common Assessment (after Unit 3)</p>				
<b>Anchor Materials</b>			<b>Resources</b>	
Civic Lex lessons/resources Savvas Realize - Topic 13 (State and Local Gov)			<a href="#">Above the Noise - PBS</a> <a href="#">Youth Standup - Pick Project</a>	

<b>Unit 1: Foundations of Government</b>	<b>Estimated Time Frame: 8 blocks</b>
<b><a href="#">Inquiry Standards and Interdisciplinary Literacy Practices</a></b>	
<b>Big Idea</b>	
<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</p>	



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Revolutionary era and the Articles of Confederation.

**Prerequisite skills and knowledge**

From 8th Grade US History they should know/be able to:  
-the causes and consequences of the American Revolution  
-the Enlightenment Ideals

**Compelling Question**

**What does an effective government look like?**

Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
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?		We are learning about the different types of government.	I can compare and explain differences among types of governments.  I can analyze the rights and responsibilities of citizens in different	Democracy Republic Constitutional monarchy Absolute monarchy Dictatorship Theocracy Oligarchy Human rights



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			governments.	Equity Freedom Order Federal Confederal Unitary power systems
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. KILP 8 KILP 9	We are learning about the people and ideas that influenced American founding documents.	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 House of Burgesses Petition of Right Two Treatises Thomas Hobbes John Locke Mayflower Compact Common law
What issues and concerns divided American and England?	<b>HS.C.PR.3</b> <b>Evaluate intended and unintended consequences of public policies locally, nationally and</b>	We are learning about the problems 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	Independence Continental Congress Taxation Boycott Social contract Intolerable Acts King George III



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	<p><b>internationally.</b> <b>KILP 8</b></p> <p>HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.</p>		colonial policies led to division in colonial America.	Stamp Act “Intolerable” Acts Tea Act
What did the American founders learn from the implementation of the Articles of Confederation?	<p><b>HS.C.PR.3</b> <b>Evaluate intended and unintended consequences of public policies locally, nationally and internationally.</b></p>	We are learning about the Articles of Confederation and its impact on early America.	<p>I can evaluate the weaknesses of the Articles of Confederation and its impact on early America.</p> <p>I can evaluate the successes of the Articles of Confederation</p>	<p>Articles of Confederation Confederacy Unicameral Economic Depression Shays’ Rebellion Northwest Ordinance of 1787</p>
<b>Summative Assessment</b>				
Common In-House Assessment				
District Common Assessment (after Unit 3) <a href="#">Unit 1 Common Assessment Released Items</a>				
<b>Anchor Materials</b>			<b>Resources</b>	





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<p>Savvas</p> <ul style="list-style-type: none"> <li>• Chapter 1-3</li> <li>• Interactive Primary Source: Two Treatises of Gov, John Locke</li> <li>• Interactive Map: Four Characteristics of a State</li> <li>• Interactive Map: Forms of Government Among Countries of the World</li> <li>• Interactive Primary Source: The Magna Carta</li> <li>• Interactive Gallery: The Beginning of Monarchies</li> <li>• Interactive Gallery: Great Thinkers of the Enlightenment</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Federalism - C3 Teachers</a></li> <li>• <a href="#">Magna Carta</a></li> <li>• <a href="#">English Bill of Rights</a></li> <li>• <a href="#">Petition of Right</a></li> <li>• <a href="#">Mayflower Compact</a> (State Required)</li> <li>• <a href="#">Declaration of Independence</a> (State Required)</li> <li>• <a href="#">C-SPAN</a></li> <li>• <a href="#">Avalon Project</a></li> <li>• <a href="#">iCivics</a></li> <li>• <a href="#">Freedom House Map</a></li> </ul>
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<b>Unit 2: The United States Constitution</b>	<b>Estimated Time Frame: 6 blocks</b>
<b><a href="#">Inquiry Standards and Interdisciplinary Literacy Practices</a></b>	
<b>Big Idea</b>	
<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>	



<b>Prerequisite skills and knowledge</b>				
From 8th Grade US History they should know/be able to: -explain the structure and principles of the U.S. Constitution -evaluate the rights protected in the Bill of Rights				
<b>Compelling Question</b>				
<b>To what extent does the U.S. Constitution promote the general welfare of the people?</b>				
<b>Supporting Questions</b>	<b>KAS Standards</b>	<b>Learning Intentions/</b>	<b>Success Criteria</b>	<b>Essential Vocabulary</b>
Could the U.S. Constitution have been written without compromise?	<b>HS.C.PR.3</b> <b>Evaluate intended and unintended consequences of public policies locally, nationally and internationally</b>	We are learning about the Constitutional Convention.	I can explain the conflicts and compromises that arose at the Constitutional Convention.  I can evaluate the intended and unintended consequences of Constitutional compromises.	Constitutional Convention Virginia Plan New Jersey Plan Great Compromise Three-Fifths Compromise Electoral College Bill of Rights Federalist Anti-Federalist Ratification
How do the principles of federalism,	<b>HS.C.CP.1 Explain how the U.S. Constitution</b>	We are learning about the principles of government.	I can analyze how federalism, separation of powers and checks and	Federalism Elastic Clause Separation of Powers



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separation of powers, and checks and balances limit the power of the national government?	<b>embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare</b>		balances are intended to limit the power of the national government.	Checks and Balances Articles
How do the principles of rule of law, popular sovereignty, and republicanism protect the voice of the people?		We are learning about the 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 does the amendment process promote the general welfare of people?		We are learning about the amendment process.	I can explain what it takes to add an amendment to the Constitution.  I can provide examples of amendments that promote the general welfare of the people?	Amendment Amendment process Ratification Due Process Civil Rights Civil Liberties
<b>Summative Assessment</b>				



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Common in-house assessment

District Common Assessment (after Unit 3)

[Unit 2 Common Assessment Released Items](#)

Anchor Materials	Resources
Savvas Chapter 2 & 3	<ul style="list-style-type: none"> <li>• <a href="#">Federalism - C3 Teachers</a></li> <li>• <a href="#">The United States Constitution</a></li> <li>• <a href="#">Federalist No. 1</a> (State Required)</li> <li>• <a href="#">Federalist No. 10</a> (State Required)</li> <li>• <a href="#">Federalist No. 51</a> (State Required)</li> <li>• <a href="#">Madison’s June 8, 1789 Speech on the Bill of Rights</a> (State Required)</li> <li>• <a href="#">American Bill of Rights</a> (State Required)</li> <li>• <a href="#">C-SPAN</a></li> <li>• “How did the Constitution guard against tyranny?” DBQ</li> </ul>

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<b>Unit 3: Political Processes</b>	<b>Estimated Time Frame: 10 blocks</b>
<a href="#"><b><u>Inquiry Standards and Interdisciplinary Literacy Practices</u></b></a>	



<b>Big Idea</b>				
<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>				
<b>Prerequisite skills and knowledge</b>				
<p>From 8th Grade US History they should know/be able to: -the democratic process of American elections</p>				
<b>Compelling Question</b>				
<p><b>Who has the most power over policy?</b> <b>(policy is the finish line)</b></p>				
<b>Supporting Questions</b>	<b>KAS Standards</b>	<b>Learning Intentions/</b>	<b>Success Criteria</b>	<b>Essential Vocabulary</b>
<p>What impact does political socialization have on parties and policy?</p>	<p><b>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.</b></p> <p>HS.G.HI.2 Analyze how cultural and</p>	<p>We are learning about why people think the way they think about politics and what impact that has.</p>	<p>I can explain the factors of political socialization.</p> <p>I can describe the main characteristics of the major political ideologies and parties.</p>	<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.		I can identify factors that influence how and if people vote.	Moderates Republican Democratic Socialist
How do interest groups and mass media influence policy?	HS.C.PR.2 Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.	We are learning about the roles of interest groups and mass media in elections.	I can identify the goals and tactics of interest groups and explain how they influence the political process.  I can evaluate multiple media sources and explain the impact of media bias and reliability.	Political Action Committee Interest Groups (and types) Campaign finance Party platform Lobbying Mass media Social media Media bias Roles of media
How do political parties influence policy?		We are learning about the role of political parties in setting policy goals and getting those goals put into law.	I can Identify political parties and describe how voters/special interests can influence the policies promoted by political parties.	Primary General Election Caucus Third party Campaign Ads Party Platforms
Does voting matter?	<b>HS.C.RR.1 Evaluate the civic responsibilities of individuals within</b>	We are learning about voting.	I can explain how amendments and laws have impacted voting rights over time for	Registration Voting rates Right Voting Rights Act



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	<p><b>a society.</b></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>different groups.</p> <p>I can explain the impact of voter participation on who has power in government.</p>	<p>Responsibility 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 Overrepresentation Underrepresentation Political efficacy</p>
<p>Does the Electoral College accurately reflect the voice of the people?</p> <p>Should the Electoral College be</p>	<p><b>HS.C. PR.3</b> <b>Evaluate intended and unintended consequences of public policies locally, nationally and internationally.</b></p> <p>HS.C.KGO.2 Compare</p>	<p>We are learning about the Electoral College.</p>	<p>I can explain how the Electoral College works.</p> <p>I can describe the costs and benefits of the Electoral College</p> <p>I can describe alternatives to the Electoral College.</p>	<p>Popular vote Electoral College Electors Winner-Take-All (unit rule) Proportional representation</p>



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replaced?	Kentucky's government to other states and to the federal government.			
<b>Summative Assessment</b>				
<p>Common In-House Assessment</p> <p><b>Elevate Moment- League of Women Voters --Voting Rights and Registering to Vote</b></p> <p>District Common Assessment (Includes Unit 1 - Unit 3)</p> <p><a href="#">Unit 3 Common Assessment Released Items</a></p>				
<b>Anchor Materials</b>			<b>Resources</b>	
<p>Savvas Chapter 10 &amp; 11</p> <p>“Should the Electoral College be Abolished?” DBQ</p> <p>“Should Americans be required to vote?” DBQ</p>			<ul style="list-style-type: none"> <li>● <a href="#">National Museum of American History</a></li> <li>● <a href="#">C-SPAN</a></li> <li>● <a href="#">Living Room Candidate</a></li> <li>● <a href="#">Pew Research Center</a></li> <li>● <a href="#">Kentucky Voter Registration</a></li> <li>● <a href="#">Voting Rights Act of 1965 (National Archives)</a></li> <li>● <a href="#">Educating for American Democracy</a></li> <li>● <a href="#">www.270towin.com</a></li> </ul>	

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<b>Unit 4: Legislative Branch</b>		<b>Estimated Time Frame: 8 blocks 7 Instruction + 1 Assessment</b>		
<b><u><a href="#">Inquiry Standards and Interdisciplinary Literacy Practices</a></u></b>				
<b>Big Idea</b>				
<p>In the “Legislative Branch,” unit, students will gather information and evidence from credible primary sources (i.e. U.S.Constitution) and engage in civil discussion about how the Legislative Branch functions. A special emphasis will be placed on how groups (i.e. NRA, NOW) and citizens outside of Congress impact the law-making process while also investigating the representation of American people in Congress. Additionally, students will consider the role of the Legislative Branch in the system of checks and balances. Students will gather evidence from credible sources and construct a claim about the effectiveness of Congress.</p>				
<b>Prerequisite skills and knowledge - <u><a href="#">5th - HS Standards Progression for SS</a></u></b>				
<p>From 8th Grade US History they should know/be able to:</p> <ul style="list-style-type: none"> <li>-The individual branches of government and what they do</li> <li>-How a Bill Becomes a Law</li> </ul>				
<b>Compelling Question</b>				
<b>To what extent is Congress still “the people’s branch”?</b>				
<b>Supporting</b>	<b>KAS Standards</b>	<b>Learning Intentions</b>	<b>Success Criteria</b>	<b>Essential Vocabulary</b>



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Questions				
What powers does Congress have over the people?	<p>HS.C.PR.1 Analyze the role of the three branches of government in the lawmaking process</p> <p><b>HS.C.CP.2 Analyze legislative, executive, and judicial branch decisions in terms of constitutionality and impact on citizens and states</b></p>	We are learning about the powers of Congress.	<p>I can compare and contrast expressed and implied powers of Congress.</p> <p>I can investigate how Congress uses its powers to carry out its responsibilities.</p>	<p>Congressional Powers</p> <p>Inherent Powers</p> <p>Reserved Powers</p> <p>Appropriations</p> <p>Implied powers</p> <p>Necessary and Proper/ Elastic Clause</p> <p>Commerce Clause</p> <p>Taxation</p> <p>Congress</p> <p>Senate</p> <p>Bicameral</p> <p>House of Representatives</p> <p>Enumerated Powers</p>
How does the law-making process respond to the country's needs?	HS.C.PR.1 Analyze the role of the three branches of government in the lawmaking process.	We are learning about the legislative process.	<p>I can Identify the steps in the lawmaking process</p> <p>I can analyze how the actions of representatives can advance or block bills from becoming laws.</p>	<p>Senate</p> <p>House of Representatives</p> <p>Congressional Committees</p> <p>Seniority</p> <p>Speaker of the House</p> <p>Majority Leader</p> <p>Minority Leader</p> <p>Party Whip</p>



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				Filibuster/Cloture Markup Veto Override Partisan/Bipartisan
How do checks and balances work to promote the general welfare?	<b>HS.C.CP.1 Explain how the U.S. Constitution embodies the principles of the rule of law, popular sovereignty, republicanism, federalism, separation of powers, and checks and balances to promote general welfare.</b>	We are learning about checks and balances.	<p>I can explain the purpose of the system of checks and balances in a government.</p> <p>I can define what is meant by the term "general welfare" in the context of politics and governance.</p> <p>I can formulate an argument discussing whether the system of checks and balances is still effective in modern governance.</p>	Veto Override War Powers Act Impeachment Judicial Review Amendment Confirmation Hearings Budget Approval Treaty Approval
How do the people influence policy through interest groups and	HS.C.PR.2 Analyze the role of elections, bureaucracy, political parties, interest groups and	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 Lobbyists Political Parties



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<p>political parties?</p>	<p>media in shaping public policy. <b>HS.C.KGO.3</b> <b>Describe how active citizens can affect change in their communities and Kentucky.</b></p> <p>HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally</p>		<p>I can analyze the impact of the people in the lawmaking process.</p>	<p>Activism Social Movements Interest Groups Constituents Petition Assembly Protest Running for Office</p>
<p>How well does Congress represent the states and the people?</p>	<p><b>HS.C.CP.2 Analyze legislative, executive, and judicial branch decisions in terms of constitutionality and impact on citizens and states.</b></p> <p>HS.G.HI.2 Analyze</p>	<p>We are learning about representative democracy.</p>	<p>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).</p>	<p>Census Reapportionment Gerrymandering Cracking Gerrymandering Packing Gerrymandering Pork barrel spending Push-Pull Factors Demographics of Congress</p>



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	<p>how cultural and economic decisions influence the characteristics 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>			
<p>How do the decisions of the legislative branch impact citizens and states?</p>	<p><b>.HS.C.CP.2</b> <b>Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.</b></p>	<p>We are learning about legislative decisions.</p>	<p>I can discuss the impact of legislation for respective citizens, regions, or states.</p>	<p>Casework (PLCs determine relevant current events to examine)</p>



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	<p><b>HS.C.PR.3</b> 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>			
<b>Summative Assessment</b>				
<b>Anchor Materials</b>			<b>Resources</b>	
Savvas Chapters 4, 10, and 11			<ul style="list-style-type: none"> <li>• <a href="#">Legislative Branch</a></li> <li>• <a href="#">C-SPAN</a></li> <li>• <a href="#">National Archives materials</a></li> </ul>	



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	<ul style="list-style-type: none"> <li>• <a href="#">National Constitution Center</a> <a href="#">Module 7: The Legislative Branch: How Congress Works   Constitution Center</a></li> <li>• <a href="#">The Legislative Branch   iCivics</a></li> <li>• </li> </ul>
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<b>Unit 5: Executive Branch</b>	<b>Estimated Time Frame: 8 blocks</b> <b>7 Instruction + 1 Assessment</b>
<b><a href="#">Inquiry Standards and Interdisciplinary Literacy Practices</a></b>	
<b>Big Idea</b>	
<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 role the executive branch and more specifically the president play in the federal government. 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>	
<b>Prerequisite skills and knowledge - <a href="#">5th - HS Standards Progression for SS</a></b>	
<p>From 8th Grade US History they should know/be able to:</p> <ul style="list-style-type: none"> <li>-understand the power of the presidency</li> <li>-presidents who have expanded presidential power</li> </ul>	
<b>Compelling Question</b>	



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<b>How much power should the Executive Branch have?</b> <b>Who is best served by the powers of the Executive Branch?</b> <b>Does the Executive Branch protect the people's interest?</b>				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
How does the President of the U.S. impact domestic issues?	<p><b>HS.C.PR.1 Analyze the role of the three branches of government in the lawmaking process.</b></p> <p><b>HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally</b></p>	We are learning about the role of the president domestically.	<p>I can identify the powers and roles of the President of the United States in relation to domestic issues.</p> <p>I can summarize how a President's stance on a particular domestic issue can influence the people. I can assess the effectiveness of different strategies used by Presidents to address challenges in the United States.</p>	<p>Article II Appointment Power State of the Union Special session Veto Pardon Power Executive Orders Chief Executive Legislative Leader Economic Leader Party Leader</p>
How does the President of the U.S. influence global issues?	<p><b>HS.C.PR.1 Analyze the role of the three branches of government in the lawmaking</b></p>	We are learning about the role of the president internationally.	I can compare and contrast the impact of executive agreements and treaties on global issues.	<p>Commander-In-Chief Chief Diplomat Head of State U.S. Military</p>





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	<p><b>process.</b></p> <p><b>HS.C.PR.3</b> <b>Evaluate intended and unintended consequences of public policies locally, nationally and internationally</b></p>		<p>I can summarize how the President's role as Commander in Chief affects international relationships.</p> <p>I can determine the significance of the President's position as the symbolic leader of the United States in shaping global perceptions.</p>	
<p>How does the federal bureaucracy shape public 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>We are learning about how the Executive Branch functions.</p>	<p>I can describe how the bureaucracy executes public policy.</p> <p>I can describe how changes in administration can affect the functioning of the federal bureaucracy in shaping public policy.</p> <p>I can identify how outside groups and interests influence how the executive branch</p>	<p>Presidential Cabinet Executive Agencies Executive Departments Bureaucracy Civil Service Executive Orders Enforcement Signing statements Regulations Red tape Patronage Merit Spoils system Interest Groups Iron Triangles Whistleblower</p>



			enforces policy.	
How does the federal bureaucracy impact life at home and abroad?	HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally	We are learning about the impact of the executive branch domestically and internationally.	<p>I can identify one example of how the federal bureaucracy influences the way public policy is carried out.</p> <p>I can compare and contrast the impact of the federal bureaucracy on domestic policies versus foreign policies.</p> <p>I can describe a specific example of how a federal agency influences policy decisions at the domestic or international level.</p>	<p>U.S. Military</p> <p>Diplomats</p> <p>U.S. Embassy</p> <p>Peace Corps</p> <p>Ambassador</p> <p>President’s Cabinet</p> <p>Exec Departments</p>
How does the Executive Branch’s role in checks and balances work to promote the general welfare?	<b>HS.C.CP.1 Explain how the U.S. Constitution embodies the principles of rule of law, popular sovereignty, republicanism,</b>	We are learning about checks and balances.	<p>I can explain the role of the Executive Branch in the system of checks and balances.</p> <p>I can estimate the impact on the general welfare if the Executive Branch did</p>	<p>Executive privilege</p> <p>Nomination process</p> <p>Budget</p> <p>Oversight Hearings</p> <p>Veto Override</p> <p>Impeachment</p> <p>Judicial Review</p> <p>Executive Order</p>



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	<b>federalism, separation of powers, and checks and balances to promote the general welfare</b>		not operate within the system of checks and balances.	Executive Agreements
<b>Summative Assessment</b>				
<b>Anchor Materials</b>			<b>Resources</b>	
Savvas Chapters 5 and 6 “Should the Electoral College be Abolished?” DBQ			<ul style="list-style-type: none"> <li>• <a href="#">National Constitution Center</a></li> <li>• <a href="#">NCSS State of the Union Resources</a></li> <li>• <a href="#">Executive Power and Privilege</a></li> <li>• <a href="#">CSPAN and Impeachment</a></li> <li>• <a href="#">Module 8: The Presidency and Executive Power   Constitution Center</a></li> <li>• <a href="#">The Executive Branch   iCivics</a></li> <li>• <a href="#">PBS Learning</a></li> <li>• <a href="#">Annenberg Classroom</a></li> <li>• <a href="#">White House Historical Association</a></li> </ul>	

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Later



<b>Unit 6: Judicial Branch</b>		<b>Estimated Time Frame: 8 blocks</b> <b>7 Instruction + 1 Assessment</b>		
<b><u><a href="#">Inquiry Standards and Interdisciplinary Literacy Practices</a></u></b>				
<b>Big Idea</b>				
<p>In the “Judicial Branch” unit, students will gather information and evidence from credible primary sources (i.e. Article III of the 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 checks and balances.</p>				
<b>Prerequisite skills and knowledge</b>				
<p>From 8th Grade US History they should know/be able to: -understand the role of the Supreme Court</p>				
<b>Compelling Question</b>				
<b>Can the Courts uphold civil rights and liberties and adhere to the Constitution at the same time?</b>				
<b>Supporting</b>	<b>KAS Standards</b>	<b>Learning Intentions/</b>	<b>Success Criteria</b>	<b>Essential Vocabulary</b>



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Questions				
How does the structure of the court system uphold due process?	<b>HS.C.CP.4</b> <b>Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process, and inalienable rights</b>	We are learning about the federal court system.	<p>I can describe the structure of the federal court system.</p> <p>I can compare and contrast the roles of district courts and circuit courts in the federal court system.</p> <p>I can create a diagram illustrating the hierarchy of courts in the judicial system.</p>	<p>Article III</p> <p>Jury system</p> <p>District court</p> <p>Appeals court</p> <p>U.S. Supreme Court</p> <p>Original jurisdiction</p> <p>Circuit courts</p> <p>Concurrent jurisdiction</p> <p>Criminal vs. Civil</p>
What are the powers of the federal court system?	<p>HS.C.PR.1 Analyze the role of the three branches of government in the lawmaking process.</p> <p>HS.C.CP.4 Evaluate how the U.S. judicial system is</p>	We are learning about the powers of the federal courts.	<p>I can summarize how judicial rulings can influence the development of new laws.</p> <p>I can analyze a landmark Supreme Court case that had a profound impact on the interpretation of laws. How did this case shape</p>	<p>Judicial Review</p> <p>Marbury v. Madison</p> <p>Precedent</p> <p>Writ of certiorari</p> <p>Rule of Four</p> <p>Judicial Restraint</p> <p>Judicial Activism</p>



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	designed to uphold equality before the law, due process, and inalienable rights		future legislation.  I can assess the potential consequences if the judicial branch did not have the power of judicial review.	
How does the Judicial Branch's role in checks and balances work to promote the general welfare?	<b>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.</b>	We are learning about checks and balances.	I can explain why an independent judiciary is crucial for upholding due process.  I can describe the role of the Judicial Branch in the system of checks and balances	Oversight Impeachment Appropriation Nomination + Confirmation process Amendments Unconstitutional
How do judicial philosophies impact the	<b>HS.C.CP.2 Analyze legislative, executive, and judicial branch</b>	We are learning about judicial philosophies.	I can compare and contrast how different judicial philosophies may lead to varied court	Judicial restraint Judicial activism Originalism Textualism



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<p>decisions of the court?</p> <p>How does the court's interpretation of laws and justice affect individuals?</p>	<p><b>decisions in terms of constitutionality and impact on citizens and states.</b></p>		<p>decisions.</p> <p>I can argue whether judicial philosophies should align with societal values.</p>	<p>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>We are learning about how the Judicial Branch has impacted the expansion of civil rights and liberties</p>	<p>I can list at least three rights protected under due process</p> <p>I can summarize how judicial decisions can impact civil rights and liberties.</p> <p>I can investigate a landmark Supreme Court case related to civil rights and discuss its significance.</p>	<p>Bill of Rights Judicial Review Civil Rights Civil Liberties Due Process Constitutionality Public defender</p>



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	<p><b>HS.C.CP.2 Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.</b></p>			
<p><b>Summative Assessment</b></p>				
<p><b>Anchor Materials</b></p>			<p><b>Resources</b></p>	
<p>Savvas Chapter 7 “Is the American jury system still a good idea?”</p>			<ul style="list-style-type: none"> <li>● <a href="#">First Amendment - C3 Teachers</a></li> <li>● <a href="#">LGBTQ+ Rights Movement - C3 Teachers</a></li> <li>● <a href="#">School Desegregation - C3 Teachers</a></li> <li>● <a href="#">Marbury v. Madison (1803)</a> (State Required)</li> <li>● <a href="#">Dred Scott v. Sandford (1857)</a> (State Required)</li> <li>● <a href="#">Plessy v. Ferguson (1896)</a> (State Required)</li> <li>● <a href="#">Brown v. Board of Education (1954)</a> (State Required)</li> <li>● <a href="#">National Constitution Center</a></li> <li>● <a href="#">US Courts</a></li> </ul>	





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	<ul style="list-style-type: none"><li>• <a href="#">C-SPAN</a></li></ul>
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Later



<b>Unit 7: Local to Global - Geography &amp; Economics</b>		<b>Estimated Time Frame: 11 blocks</b>		
<b><u><a href="#">Inquiry Standards and Interdisciplinary Literacy Practices</a></u></b>				
<b>Big Idea</b>				
<p>In the “Economic Policy” unit, students will examine how the government uses fiscal and monetary policy to promote economic growth and stability and how those decisions impact individual consumers. Students will also evaluate how the economic decisions made by the government influence the interaction between supply and demand. Students will gather information and use appropriate evidence from multiple credible sources to understand how economic decisions are made in varying economic systems. Students will use evidence to construct/revise claims and engage in civil discussion about key economic concepts (scarcity, opportunity cost, supply and demand), and their impact on economic and monetary policy.</p>				
<b>Prerequisite skills and knowledge</b>				
<p>From 8th Grade US History they should know/be able to: Relationship between supply and demand; characteristics of supply and demand;</p>				
<b>Compelling Question</b>				
<b>How do economic and geographic factors affect individual, business, and government-level decisions?</b>				
<b>Supporting Questions</b>	<b>KAS Standards</b>	<b>Learning Intentions/</b>	<b>Success Criteria</b>	<b>Essential Vocabulary</b>
How are economic decisions made?	HS.E.IC.1 Predict the way scarcity causes individuals, organizations, and governments to evaluate	We are learning about economic decision-making.	I can explain the influences on our choices.	Scarcity Opportunity cost Trade-offs Incentives



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<p>*Why do we do the things we do?</p>	<p>tradeoffs, make choices, and incur opportunity costs.</p> <p>HS.G.HI.2 Analyze how cultural and economic decisions influence the characteristics of various places.</p>		<p>I can complete a cost-benefit analysis to demonstrate how people make the “best” choices?</p>	<p>Marginal Costs Marginal Benefits</p>
<p>*What is the Economy?</p>	<p>HS.E.MI.3 Analyze the roles of product and factor markets.</p> <p>HS.E.MI.4 Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole</p> <p>HS.E.KE.1 Explain the impact of varying market structures on profit, price and production in Kentucky.</p> <p>H.S.G.KGE.1 Explain how the geography of Kentucky influences the development of the state</p>	<p>We are learning about what an economy is?</p>	<p>I can define the term "economy" in the context of a country's financial system.</p> <p>I can list some key components of an economy.</p> <p>I can Identify the main factors that influence what an economy looks like.</p>	<p>Labor and financial markets Incentives, competition, regulation Consumers Producers Factors of Production Capitalism Monetary policy Fiscal policy Goods and Services</p>
<p>How</p>	<p><b>HS.E.MA.1 Evaluate how</b></p>	<p>We are learning about</p>	<p>I can describe the goals of</p>	<p>Supply</p>



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<p>democratic/free are various types of economies?</p> <p>*Does equality have a place in Economics?</p>	<p><b>values and beliefs like economic freedom, equity, full employment, price stability, security, efficiency, and growth help to form different types of economic systems</b></p> <p>HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations.</p> <p>HS.G.HI.2 Analyze how culture and economic decisions influence the characteristics of various places</p>	<p>different types of economies.</p>	<p>different types of economies.</p> <p>I can explain how different governments influence their economies.</p> <p>I can analyze the impact that different economic systems have on the people there.</p> <p>Analyze the relationship between economic equality and overall societal well-being. How does economic equality contribute to a more stable and prosperous society?</p>	<p>Demand Equilibrium Labor Markets Free-market economy Planned (Command) economy Mixed economy Communism Socialism Capitalism</p>
<p>What “rules” does the US economy follow?</p>	<p>HS.E.MI.2 Analyze and graph the impact of supply and demand shifts on equilibrium price and quantity produced</p> <p>HS.E.MI.1 Compare perfect competition, monopolistic competition, oligopoly and</p>	<p>We are learning about how the US Economy works.</p>	<p>I can define the concept of a market economy and how it relates to the U.S economic system.</p> <p>I can identify the role of supply and demand in</p>	<p>Supply, demand, equilibrium Types of competition</p>



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	<p>monopoly and how the extent of competition within various markets affects price, quantity and variety in production.</p> <p>HS.E.KE.1 Explain the impact of varying market structures on profit, price and production in Kentucky.</p> <p>HS.G.HI.2 Analyze how culture and economic decisions influence the characteristics of various places</p>		<p>shaping the U.S economy.</p> <p>I can compare the pros and cons of free-market capitalism as a guiding principle of the U.S economy.</p>	
<p>How does fiscal policy impact the economy?</p> <p>How involved should the government be with the economy?</p>	<p>HS.E.MA.3 Describe the externalities of government attempts to remedy market failure and improve market outcomes through fiscal policy.</p> <p>HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.</p>	<p>We are learning about the economic impacts of fiscal policy.</p>	<p>I can explain and evaluate the impact of different fiscal policies on the economy.</p> <p>I can explain the cause/effect relationship between various government taxation and spending policies</p>	<p>Fiscal policy Monetary policy Price ceilings Price floors Minimum wage Taxes Budget Inflation Deflation Hyperinflation</p>



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	HS.G.HI.2 Analyze how cultural and economic decisions influence the characteristics of various places			
How does monetary policy impact the economy?  How involved should the government be with the economy?	HS.E.MA.5 Assess how interest rates influence borrowing and investing  HS.E.MA.7 Explain how the Federal Reserve uses monetary policy to promote price stability, employment and economic growth  HS.G.HI.2 Analyze how cultural and economic decisions influence the characteristics of various places	We are learning about the impact of monetary policy on the economy.	I can explain the goal of monetary policy  I can explain and evaluate the impact of the Federal Reserve on the economy  Summarize the impact of inflation on an economy. I can explain how interest rates influence borrowing and investing	Monetary policy Federal Reserve Interest rates Borrowing Price stability Fiscal policy Budget deficit Surplus
What is the impact of economic policy on individuals?	HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.  HS.E.MA.2 Analyze ways in which competition and government regulation	We are learning how economic policy impacts individuals	I can explain and evaluate the impact of economic policy on individuals in the Economy.  I can assess the effectiveness of rules and laws that protect both	Regulation Externalities Consumer protections Gross Domestic Product (GDP) Unemployment Rate



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	<p>influence what is produced and allocated in an economy.</p> <p>HS.E.KE.2 Analyze how national and international trends and policies impact Kentucky’s state and local economies.</p>		<p>consumers and producers</p>	<p>Inflation</p>
<p>How strong is the Kentucky Economy?</p>	<p>HS.G.KGE.2 Explain how the geography of Kentucky influences the development of the state.</p> <p>HS.E.KE.3 Analyze how the four components of Gross Domestic Product (GDP) are combined to assess the health of Kentucky’s economy.</p> <p>H.S.G.KGE.1 Explain how the geography of Kentucky influences the development of the state</p>	<p>We are learning about Kentucky’s economy.</p>	<p>I can explain the factors that demonstrate “strong” economy.</p> <p>I can analyze who benefits from a “strong” economy</p> <p>I can explain what Kentucky’s economic indicators say about the health of the economy.</p>	
<p>Is globalization good?</p>	<p>HS.G.HI.1 Analyze how the forces of cooperation and conflict within and among</p>	<p>We are learning about the geographic and economic impacts of</p>	<p>I can describe the changes that globalization has</p>	



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	<p>people, nations, and empires influence the division and control of Earth’s surface and resources.</p> <p>HS.E.ST.1 Draw conclusions regarding the effect of specialization and trade on production, distribution and consumption of goods and services for individuals, businesses and societies.</p> <p>HS.E.ST.2 Analyze the role of comparative advantage in international trade of goods and services.</p> <p>HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations.</p>	<p>globalization.</p>	<p>created in terms of trade, migration, and culture.</p> <p>I can analyze the impact of cooperation and conflict over resources</p> <p>I can explain the reasons behind trade specialization and comparative advantage</p>	
<b>Summative Assessment</b>				
Anchor Question Bank link (items tied to power standards) ( <a href="#">Link to Common Unit Assessment</a> )				





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Anchor Materials	Resources
<p>Savvas Chapter 12 “Are we slicing the pie correctly? DBQ</p>	<ul style="list-style-type: none"><li>• <a href="#">Federal Reserve Board</a></li><li>• <a href="#">Foundation For Teaching Economics</a></li><li>• <a href="#">Council for Economic Education</a></li><li>• <a href="#">C-SPAN</a></li><li>• <a href="#">Center for Economic Education - Lessons - High School - JMU</a></li><li>• <a href="#">Teacher Resources - Foundation For Teaching Economics</a></li><li>• <a href="#">Teacher Resources - National Council for Geographic Education</a></li><li>• <a href="#">USGS</a></li><li>• <a href="#">Education Resources   National Geographic Society</a></li><li>• <a href="#">Geography Worksheets for Lesson Plans   Statistics in Schools</a></li><li>• <a href="#">Teacher Resources - National Council for Geographic Education</a></li><li>• <a href="#">Geography Activities And Lessons   PBS LearningMedia</a></li><li>• </li></ul>

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Later