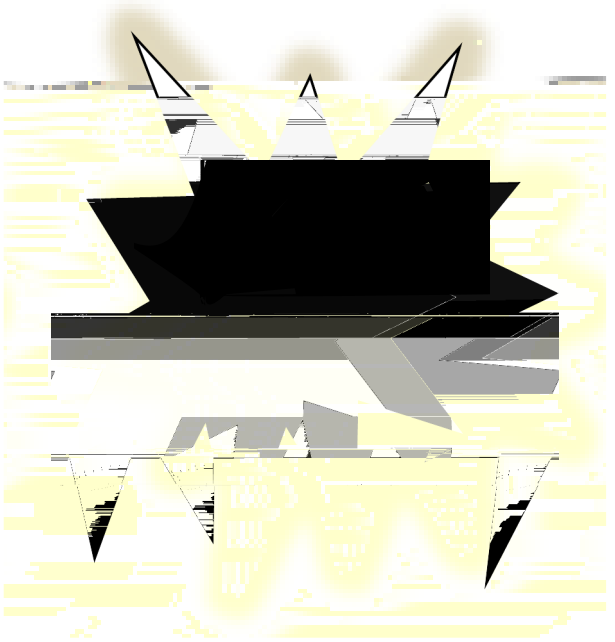
Curriculum Map & Pacing Guide

U.S. Government Honors - 2106320



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REVISED ~ June 2024

The Curriculum Map and Pacing Guide will be reviewed and revised if necessary every year.

United States Government – Course Code: 2106310
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Version Description

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

General Notes

United States Government - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations
  The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ss.pdf

Additional Instructional Resources:
A.V.E. for Success Collection is provided by the Florida Association of School
Administrators: http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

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Learning Goals	Unit 1: Foundations of Government: Origins, the Constitution, and Federalism
	• Compare and contrast various models of government. •t6B0 10.02 112.08 405.54 Tm

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v. Madison, U.S. v. Lopez, etc.	v. Madison, U.S. v. Lopez, etc.

Unit 2:
The Legislative Branch

- Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution
-

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			• Simulate the judicial decision-making process in interpreting law at the state and federal level. • Understand the Constitutional protection of individual rights and circumstances under which they might be limited. • Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. • Understand individual Due Process rights, including rights of the accused, search & seizure, etc.	• Critique and analyze the role of media in the election process and explain the changing roles of television, radio, press, and internet in political communication.

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	• CPalms: Grades 9-12 Civics Family Guide: Standard 2; • CPalms: Grades 9-12 Civics Family Guide: Standard 3; • CPalms: Grades 9-12 Civics Family Guide: Standards 4; and, • Resources for the Florida Civics Literacy Exam.	• CPalms: Grades 9-12 Civics Family Guide: Standard 2; • CPalms: Grades 9-12 Civics Family Guide: Standard 3; • CPalms: Grades 9-12 Civics Family Guide: Standards 4; and, • Resources for the Florida Civics Literacy Exam.	• CPalms: Grades 9-12 Civics Family Guide: Standard 2; • CPalms: Grades 9-12 Civics Family Guide: Standard 3; • CPalms: Grades 9-12 Civics Family Guide: Standards 4; and, • Resources for the Florida Civics Literacy Exam.	• CPalms: Grades 9-12 Civics Family Guide: Standard 2; • CPalms: Grades 9-12 Civics Family Guide: Standard 3; • CPalms: Grades 9-12 Civics Family Guide: Standards 4; and, • Resources for the Florida Civics Literacy Exam.	• CPalms: Grades 9-12 Civics Family Guide: Standard 2; • CPalms: Grades 9-12 Civics Family Guide: Standard 3; • CPalms: Grades 9-12

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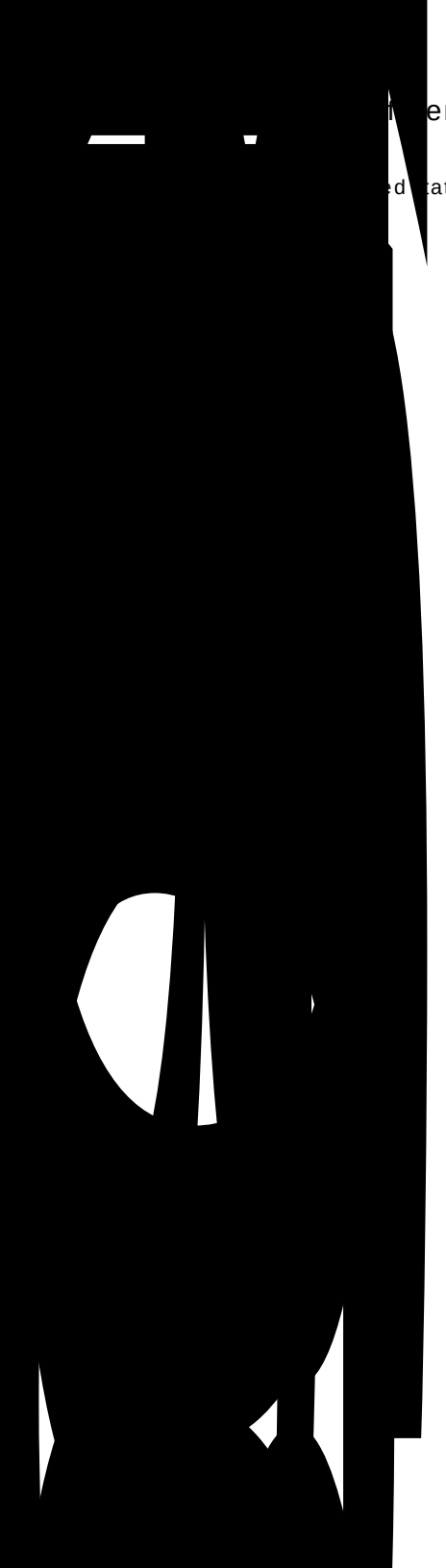

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<table>
<tr><td>2.0</td><td>The student will:
Construct a diagram or ‘one-pager’ to identify, describe, and compare the major forms of world governments with example nations.
Create a T-chart outlining how key colonial documents influenced early attitudes toward government.
Create a tombstone that reflects the strengths and weaknesses of the Articles of Confederation
Produce a campaign poster for either the Federalists and Anti-Federalists candidates or ideologies
Build a Brace map to identify the seven (7) Articles of the Constitution and describe the way the government is structured.
Construct a diagram to explain how federalism distributes power and responsibility between federal and state governments.
o Classify and give examples of delegated and reserved Powers.
Build a slide deck or meme to represent each of the Bill of Rights.</td><td>The student will recognize or recall specific vocabulary:
Anti-Federalists
autocracy
The Connecticut Compromise/Great Compromise
Checks and Balances
Constitution
Delegated Powers
direct democracy
federalism
Federalists
limited government
Implied Powers (Inc. Elastic Clause)
McCulloch v. Maryland (Supremacy Clause)
natural rights/absolute rights
oligarchy
popular sovereignty
representative democracy
Reserved Powers
rule of law
Separation of Powers
U.S. v. Lopez (Commerce Clause)</td></tr>
<tr><td colspan="3">1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.</td></tr>
<tr><td>1.0</td><td colspan="2">With help, partial success at score 2.0, content and score 3.0 content.</td></tr>
<tr><td colspan="3">0.5</td></tr>
</table>

Critical Concepts/Proficiency Scales

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Standards and Benchmarks included: SS.912.CG.2.2, SS.912.2.3, SS.912.CG.2.4, SS.912.CG.2.5, SS.912.CG.2.11, SS.912.CG.2.13, SS,912,CG,3,1, SS.912.CG.3.4, SS.912.CG.3.5, SS.912.CG.3.13, SS.912.CG.3.15, SS.912.CG.4.2, & SS.912.CG.4.3	2 weeks
Focus Document: Washington's Farewell Address and Constitution, Article II	Chapters 9-12, 21

4.0	The student will: Create a State of the Union Address as a Republican or Democrat that would cover key domestic issues for the assigned party. Run a class campaign; create a speech, slogan, ad, and political party - focus on 'domestic issues' within the school and how to improve them.
3.5	In addition, to score 3.0 performance, partial success at score 4.0 content.
3.0	The student will: Summarize the structures, functions, and processes of the executive branch as described in Article II of the Constitution Analyze the message of the State of the Union Address (examine key domestic issues and highlight the presidents' proposals). Compare and contrast the powers of the Executive Branch and the Legislative Branch. Evaluate the impact of independent regulatory agencies in the federal bureaucracy. Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
2.5	No major error or omissions regarding score 2.0 content and partial success at score 3.0 content.

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2.0	The student will: Create a Tree map or diagram to identify the constitutional powers & duties, requirements and terms of the Presidency and Vice-Presidency. Make a list to identify and describe the informal powers of the president. o Rank order the powers from most important to least important. Summarize and explain the purpose for historical Executive Orders (ex: 9066, 9981). Describe the options the President has when given a law passed by Congress. Prepare a one-pager on an independent federal agency, its history and purpose, and defend its importance/contributions to the government. Construct an illustrated Flow-map showing the steps of the impeachment process and identify the possible reasons for impeachment. Differentiate between domestic and foreign affairs by identifying examples of each from the past 50 years. o Color code the list of domestic policies to determine if these policies resolved a local, state, or federal issue.	The student will recognize or recall specific vocabulary: 12th Amendment 22nd Amendment 25th Amendment bureaucracy Bush v Gore Cabinet domestic affairs Executive Orders Executive Power Executive Privilege foreign affairs Formal Power impeachment Independent Regulatory Agencies pardon State of the Union Address U.S. v Nixon (Executive Privilege) veto

1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.

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Critical Concept: Unit 4: Judicial Branch	USG
Standards and Benchmarks included: SS.912.CG.1.5, SS.912.CG.2.1, SS.912.CG.2.5, SS.912.CG.2.6, SS.912.CG.2.8, SS.912.CG.3.2, SS.912.CG.3.7, SS.912.CG.3.8, SS.912.CG.3.9, SS.912.CG.3.10, SS.912.CG.3.11, SS.912.CG.3.13, & SS.912.CG.3.14	2-3 weeks

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st Virginia v. Barnett, Texas v. der, D.C. v Heller, McDonald v. nwright, Miranda v. Arizona, in Re ecticut, Roe v. Wade, Plessy v d of Education). f civil rights and liberties by contained in primary documents.	Majority Opinion Original Jurisdiction probable cause Victims of Communism*

ore 2.0 content, and major errors or omissions regarding score 3.0 content.

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success at score 2.0 content but not at score 3.0 content.

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Critical Concept: Unit 5: Political Participation	USG

Standards and Benchmarks included: SS.912.CG.2.1, SS.912.CG.2.2, SS.912.CG.2.3,

	Clarification 2: Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence. Clarification 3: Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.
SS.912.CG.1.3:	Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and republican form of government. Clarifications: Clarification 1: Students will recognize that the Federalist Papers argued for a federal system of government, separation of powers and a representative form of government that is accountable to its citizens. Clarification 2: Students will analyze Federalist and Anti-Federalist arguments concerning ratification of the U.S. Constitution and inclusion of a bill of rights.
SS.912.CG.1.4:	Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic. Clarifications: Clarification 1: Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States. Clarification 2: Students will evaluate how the documents are connected to one another.

	Clarification 3: Documents include, but are not limited to, the Declaration of Independence, Articl Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution. Clarification 4: Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).
SS.912.CG.1.5:	Explain how the U.S. Constitution and its amendments hold the following political principles: checks an balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers. Clarif ications: Clarification 1: Students will explain how the structure and function of the U.S. government reflects these political principles. Clarification 2: Students will differentiate between republicanism and democracy, and discuss how the

	Clarification 3: Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response).

	Clarification 1: Students will explain trends in voter turnout. Clarification 2: Students will discuss attempts to increase voter turnout (e.g., get out the vote campaigns, social movements). Clarification 3: Students will explain how governmental action has affected voter participation (e.g., 15th, 19th and 26th Amendments; Jim Crow laws; poll tax; efforts to suppress voters).
SS.912.CG.2.11:	Evaluate political communication for bias, factual accuracy, omission and emotional appeal. Clarifications: Clarification 1: Students will compare the reporting on the same political event or issue from multiple perspectives. Clarification 2: Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies). Clarification 3: Students will discuss the historical impact of political communication on American political process and public opinion. Clarification 4: Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.
SS.912.CG.2.12:	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues. Clarifications:

	Clarification 1: Students will objectively discuss current public issues in Florida and use both the U.S. and Florida Constitutions to justify pro and con positions. Clarification 2: Students will examine the relationship and responsibilities of both the state and national governments regarding these public issues. Clarification 3: Students will analyze pub lic policy solutions related to local, state and national issu
SS.912.CG.2.13:	Analyze the influence and effects of various forms of media and the internet in political commun ication Clarifications: Clarification 1: Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media). Clarification 2: Students will describe how the methods used by political offi cial communicate with the public has changed over time. Clarification 3: Students will discuss the strengths and weaknesses of different methods of political communication.
SS.912.CG.3.1:	Analyze how certain political ideologies conflict with the principles of freedom and democracy. Clarifications: Clarification 1: Students will analyze historic examples of governing systems (e.g., communism and totalitarianism) and actions that conflict with the principles of freedom and democracy (e.g., Mao Zedong and the Cultural Revolution, Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, Nicolás Maduro and the Chavismo movement).

	Clarification 2: Students will identify how authoritarian regimes victimize their citizens through restricting individual rights resulting in poverty, starvation, migration, systemic lethal violence, and suppression of speech. Clarification 3: Students will analyze how the principles of checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers contribute to the nation's longevity and its ability to overcome challenges, and distinguish the United States' constitutional republic from authoritarian and totalitarian nations.
SS.912.CG.3.2:	Explain how the U.S. Constitution safeguards and limits individual rights. Clarifications: Clarification 1: Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments. Clarification 2: Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.
SS.912.CG.3.3:	Analyze the structures, functions and processes of the legislative branch as described in Article I of the Constitution. Clarifications: Clarification 1: Students will explain why Article I of the U.S. Constitution established a bicameral legislative body and how the House of Representatives functions differently from the Senate. Clarification 2: Students will identify the methods for determining the number of members in the House of Representatives and the Senate.

	Clarification 3: Students will identify and describe the “enumerated powers” delegated to Congr (e.g., assess taxes, borrow money, declare war, make laws). Clarification 4: Students will analyze the role of the legislative branch in terms of its relationship with the judicial and executive branch of the government. Clarification 5: Students will describe constitutional amendments that changed the role of Congress from its original description in Article I of the U.S. Constitution (i.e., 10th, 14th, 16th, 17th and 27th Amendments).
SS.912.CG.3.4:	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution. Clarifications: Clarification 1: Students will explain the qualifications one must have to seek the office of president and the process of presidential elections. Clarification 2: Students will explain different presidential responsibilities outlined in Article II (e.g., receiving foreign heads of state, delivering the State of the Union address, carrying out faithful execution of the law). Clarification 3: Students will examine the role of the executive branch in terms of its relationship with the judicial and legislative branches of the government. Clarification 4: Students will describe constitutional amendments (i.e., 12th, 20th, 22nd and 25th) that