

## Southern Cayuga Central School District – Curriculum Map

Subject: Government in Action

School Year: 2021-2022

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
Government – Why Government?	1) Why do civilizations need government? - Democracy - Authoritarianism - Tabula Rosa - Constitution	Describe various forms of government, Evaluate the purposes and functions of government - Locke v Hobbes Reading Activity - Comparative Government Activity - Source Research	- Weekly Baseline Quiz - Current Event Article Research - Source-based response	2 weeks
Government – Branches of Government	1) Why is separation of powers important? 2) How powerful should any particular branch of government be? - Legislative - Executive - Veto - Judicial	Explain and describe the role of each branch of government, how do they use their power? - Legislative Process Document Assignment - Supreme Court Research Case - Presidential Power Activity	- Weekly Baseline Quiz - Current Event Article Research - Source-based response	3 weeks
Government – Voting	1) How has voting been restricted over time? <b>2) Why is the democratic process vital to our nation?</b> - <b>Voter Suppression Districts</b>	- How does an American citizen register to vote? - What barriers exist to voting in the United States? How has this changed over time? - What is the difference between General and Primary Elections?	- Weekly Baseline Quiz - Current Event Article Research - Source-based response	2 weeks

	<ul style="list-style-type: none"> <li>- <b>Suffrage</b></li> <li>- <b>Gerrymandering</b></li> <li>- <b>Electoral College</b></li> <li>- <b>Primary Election</b></li> <li>- <b>General Election</b></li> <li>- <b>PACs</b></li> </ul>			
Government - Polling	<ol style="list-style-type: none"> <li>1) How are political polls conducted?</li> <li>2) How do they shape elections and policy?</li> </ol> <ul style="list-style-type: none"> <li>- Polling</li> <li>- Mass Media</li> <li>- Straw Poll</li> <li>- Public Opinion</li> </ul>	<ol style="list-style-type: none"> <li>1) What factors shape public opinion?</li> <li>2) What are the shortcomings of public polling?</li> <li>3) Why is public opinion measured?</li> </ol>	<ul style="list-style-type: none"> <li>- Weekly Baseline Quiz</li> <li>- Current Event Article Research</li> <li>- Source-based response</li> </ul>	1 week
Government – Lobbying	<ol style="list-style-type: none"> <li>1) How does lobbying and other methods of influence affect policy?</li> </ol> <ul style="list-style-type: none"> <li>- Interest Group</li> <li>- Lobbyist</li> <li>- Public-interest group</li> <li>- Propaganda</li> <li>- Grass Roots</li> </ul>	<ol style="list-style-type: none"> <li>1) How do political parties and public-interest groups differ?</li> <li>2) What are the functions of public-interest groups in American politics</li> <li>3) How does Lobbying impact public policy?</li> </ol>	<ul style="list-style-type: none"> <li>- Weekly Baseline Quiz</li> <li>- Current Event Article Research</li> <li>- Source-based response</li> </ul>	1 week
Government – Taxes and Budget Position	<ol style="list-style-type: none"> <li>1) Why is there an inherent bias toward simulative fiscal policy?</li> </ol> <ul style="list-style-type: none"> <li>- Simulative</li> <li>- Fiscal Policy</li> <li>- Taxation</li> <li>- Surplus</li> <li>- Deficit</li> </ul>	<ol style="list-style-type: none"> <li>1) Understand how taxes are calculated and assessed</li> <li>2) Identify the players that determine the budget position</li> <li>3) Explain the motivations for a simulative budget position</li> </ol>	<ul style="list-style-type: none"> <li>- Weekly Baseline Quiz</li> <li>- Current Event Article Research</li> <li>- Source-based response</li> </ul>	2 weeks

	- Debt			
Government – Public Policy Project	1) How can societal problems best be ameliorated? - Ameliorate - Public Policy - Non-Profit Organizations - Players - Stakeholders	Identify local societal problems, evaluate research to prove problem exists, identify players and stakeholders, create public policy - Problem Identification - Problem Research - Player/Stakeholder Research - Policy Create	- Public Policy Project	6 weeks

### Relevant Standards

#### NYS Standards:

Key Idea #1 The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from The National Standards for Civics and Government, 1994)

#### Commencement 9-12

- analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs
- consider the nature and evolution of constitutional democracies throughout the world
- compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision making processes, citizenship roles, and political culture
- identify and analyze advantages and disadvantages of various government systems.

#### Key Idea #2

The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and

property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994)

- trace the evolution of American values, beliefs, and institutions
- analyze the disparities between civic values expressed in the United States Constitution and the United Nations Universal Declaration of Human Rights and the realities as evidenced in the political, social, and economic life in the United States and other nations throughout the world
- identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society
- compare and contrast the Constitutions of the United States and New York State
- understand the dynamic relationship between federalism and states' rights

#### Key Idea #3

Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities

- understand how citizenship includes the exercise of certain personal responsibilities, including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of one's actions (Adapted from The National Standards for Civics and Government, 1994)
- analyze issues at the local, state, and national levels and prescribe responses that promote the public interest or general welfare, such as planning and carrying out a voter registration campaign
- describe how citizenship is defined by the Constitution and important laws
- explore how citizens influence public policy in a representative democracy.

#### Key Idea #4

The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

- participate as informed citizens in the political justice system and processes of the United States, including voting
- evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy (Adapted from The National Standards for Civics and Government, 1994)

- take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs
- consider the need to respect the rights of others, to respect others' points of view (Adapted from The National Standards for Civics and Government, 1994)

**National Core Standards:**

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources. discrepancies among sources.

Range of Reading and Level of Text Complexity

**Common Core Learning Standards: History/Social Studies » Grade 11-12**

**Common Core Reading Standards for Literacy in History/Social Studies Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships between the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Craft and Structure**

4. Determine the meanings of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No.10).
  5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
  6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- Integration of

**Knowledge and Ideas**

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and in words) in order to address a question or solve a problem. Distinguish between fact, opinion, and reasoned judgment in a text.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies between sources.