

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: U.S. GOVERNMENT

UNIT OF STUDY (1 ST Semester)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Reads, Argumentative Writing, DBQ's, Research Based Discussions)
Unit #1 FOUNDATIONS	C13.1-4 C13.6 C13.9 C14.4-9 C16.	5-6 Weeks	<p>Who has the ultimate power to choose & decide? (Type of Government, Structure, Processes, etc.)</p> <p>What is the proper balance between liberty and order & security?</p>	<p>Examine and analyze the purpose of government (Preamble, Natural Right, State of Nature, Welfare state).</p> <p>The basic ideals and principles that characterize American democracy.</p> <p>How is power distributed in the United States?</p>	<p>Project Tahoe:</p> <ul style="list-style-type: none"> • Federalist #10 (Close Reading) • Federalism, the 10th Amendment, and Medical Marijuana Laws (Discussion Lesson) • Majority Rule vs Minority Rights (Controversial Lesson) • Constructing a Complex Definition of Constitution (Concept Lesson) • Constructing a Complex Definition of Democracy (Concept Lesson) • Should States be able to Draft their own Immigration Legislation? (Discussion Lesson) <p>SHEG:</p> <ul style="list-style-type: none"> • Federalists and Anti-Federalists <p>Streetlaw.org:</p> <ul style="list-style-type: none"> • Deliberation Materials for Arizona v. United States (Federalism) <p>C3 Inquiries:</p> <ul style="list-style-type: none"> • Federalism: Who has the Power? <p>DBQ Binder:</p> <ul style="list-style-type: none"> • The Ideals of the Declaration. Which is most important? • How did the Constitution Guard against Tyranny? • What type of Citizen does a Democracy need?

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Unit #2 POLITICAL BEHAVIOR	C13.7-8 C15.1-6 G7.1 G7.8	5-6 Weeks	<p>Who has the ultimate power to choose & decide? (Parties in Power, Interest Groups, Media, etc.)</p> <p>What is the proper balance between liberty and order & security?</p>	How do linkage institutions (political parties, interest groups, media, etc.) influence U.S. democracy?	<p>Project Tahoe:</p> <ul style="list-style-type: none"> • Americas Missing Constitutional Link (Close Reading) • Constructing a Complex Definition of Political Parties (Concept Lesson) • Role of Mass Media OUT <p>Streetlaw.org:</p> <ul style="list-style-type: none"> • Should Our State Require Voter ID for In-Person Voting (Deliberation) • Interest Groups and the U.S. Supreme Court <p>C3 Inquiries:</p> <ul style="list-style-type: none"> • Campaign Finance: Does money matter in political campaigns? • Political Parties: Do any political parties represent me? • Voting: Am I going to Vote? <p>DBQ Binder:</p> <ul style="list-style-type: none"> • Campaign Propaganda. Which strategies would you use? • Should the Electoral College be abolished? • Should Americans be required to Vote?

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Unit #3 LEGISLATIVE BRANCH	C14.1-3 C14.10 G8.6	4-5 Weeks	<p>Who has the ultimate power to choose & decide? (Laws that are made, Rules of the Legislature, etc.)</p> <p>What is the proper balance between liberty and order & security?</p>	What are the structures, powers and processes of Congress and how does it perform its duties?	<p>Project Tahoe:</p> <ul style="list-style-type: none"> • Going Nowhere: A Gridlocked Congress (Close Reading) • The Dream Act and the American Dream (Discussion Lesson) • US v. Lopez Commerce (Discussion Lesson) <ul style="list-style-type: none"> ○ Lopez Readings <p>ABC-Clio:</p> <ul style="list-style-type: none"> • Commerce: Have Congress and the Supreme Court misinterpreted the Commerce Clause of the Constitution? <p>Streetlaw.org:</p> <ul style="list-style-type: none"> • Congressional Powers: The Commerce Clause • How Do Judges Interpret the Constitution: Originalism v. Living Constitutionalism (can be used in Unit #5 as well)

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Unit #4 EXECUTIVE BRANCH	C14.11 C16.2-4	6-7 Weeks	<p>Who has the ultimate power to choose & decide? (Who leads the country, what is enforced, where the money goes, Who are our allies, etc.)</p> <p>What is the proper balance between liberty and order & security?</p>	<p>The implementation of policy through the Executive Branch.</p> <p>Examine the budgetary process.</p> <p>Explain the evolution of the executive's power.</p> <p>What is the role of the United States in the world?</p>	<p>Project Tahoe:</p> <ul style="list-style-type: none"> • The Selling of a President (Close Reading) • War Powers Act and the Constitution (Discussion Lesson) • Do presidential term limits set by the 22nd Amendment violate the concept of democracy? <p>ABC-Clio:</p> <ul style="list-style-type: none"> • Executive Power: When does the public accept presidents' expansion of their executive powers? • Intervention: How do U.S. presidents characterize U.S. military intervention in order to gain the public's support? • How did Franklin D. Roosevelt expand the use of presidential powers during World War II? <p>ConstitutionCenter.org:</p> <ul style="list-style-type: none"> • Destination White House (Could be used in unit #2) <p>DBQ Binder:</p> <ul style="list-style-type: none"> • The Preamble and the Federal Budget: Are we Slicing the Pie Correctly?

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Unit #5 JUDICIAL BRANCH & CIVIL RIGHTS AND LIBERTIES	C13.5-6 C14.12-13	6-7 Weeks	<p>Who has the ultimate power to choose and decide? (The constitutional interpretation of laws; What rights are protected and limited, etc.)</p> <p>What is the proper balance between liberty and order & security?</p>	<p>Examine the structure and jurisdiction of the American court system (Federal and State).</p> <p>How has the court's interpretation of liberties and rights changed over time?</p>	<p>Project Tahoe:</p> <ul style="list-style-type: none"> • Griswold v. Connecticut (Close Reading) • Security v. Civil Liberties Close Reading • Citizenship and the 14th Amendment (Discussion Lesson) • School Uniforms: A Freedom of Expression Violation (Discussion Lesson) • Habeas Corpus (OUT) • Should Citizens Be Allowed to Carry Weapons (DBQ) • Race and College Admissions (Controversial Lesson) • Illegal Immigration (Controversial Lesson) • What is the Correct Interpretation of the Establishment Clause? (Discussion Lesson) • Torture and the 8th Amendment (Discussion Lesson) <p>Streetlaw.org:</p> <ul style="list-style-type: none"> • Certiorari: Background, Activity, and Answers • Cops, Cars and the Constitution • Law Student Lesson: What Happens in an Arrest? • Miranda v. Arizona • Nominating Federal Judges • Student Free Speech Precedents • Second Amendment and Firearms Regulations
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					<p>ABC-Clio:</p> <ul style="list-style-type: none">• Is the Equal Rights Amendment necessary?• Should life tenure for Supreme Court justices be reconsidered?• Is the Supreme Court guilty of "legislating from the bench?" <p>ConstitutionCenter.org:</p> <ul style="list-style-type: none">• Debate It (First Amendment) <p>DBQ Binder:</p> <ul style="list-style-type: none">• Is the American Jury System still a good idea?"• Search and Seizure: Did the Government go too far?• Should Schools be allowed to Limit Student Online Speech?
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Unit #6 FINANCIAL LITERACY	E9.3-5 E10.2-9 E10.11 E11.1 E11.6 E11.8-9 E12.1 E12.3-4	2-3 Weeks	How can a budget help someone reach long term goals? What is the proper use of credit?	Analyzing markets using the concepts of supply and demand. Understanding the government's involvement in the economy. The United States role in the global economy.	Project Tahoe: <ul style="list-style-type: none"> • Economic Fight of the Century (Close Reading) C3 Inquiries: <ul style="list-style-type: none"> • Economic Happiness: How Could Americans Be Happier? • Free Trade: Is Free Trade Worth the Price? • Gender Wage Gap: What Should Be Done about the Gender Wage Gap? • Corporate Social Responsibility: Should Corporations Have a Conscience?