

	Quarter 1	Quarter 2	Quarter 3		Quarter 4	
# Days	36	38	36	20	30	7
Topic	The Role of Citizen: Civic Values, Politics, and Government Principles and Foundations of the U.S. Constitution	Civic Participation: Politics, Interest Groups, Media, Voting behavior and Elections	The Structure and Function of the Federal Government: Congress & Executive	Domestic and Foreign Policy	Federal Courts Human and Civil Rights in American Democracy	State and Local Government
Essential Question (suggested questions)	<ul style="list-style-type: none"> • What is the role of compromise in our diverse democracy? (Standard 1) • What is the more important role of government, to protect rights or maintain order? (Standard 2) • Why did the founders choose a Federal system? (Standard 1) • How well does the Constitution reflect the ideas in the <i>Declaration of Independence</i>? (Standard 3) • How has the idea “All men are created equal” changed over time? (Standard 4) • What is meant by “We the People”? (Standard 5) • How much freedom do we want? (Standard 1) • How can I use my knowledge and exercise my rights and responsibilities as a citizen to improve the 	<ul style="list-style-type: none"> • How should we decide what to believe? (Standard 1) • How do personal values and beliefs influence who we vote for? (Standards 2) • How do diversity and the varied ideas and beliefs of a community affect the political system? (Standard 3) • How has the role of the lobbyist and media in politics changed over time? (Standard 4) • What should be the responsibilities of the media and interest groups in a democracy? • How does a citizen become a responsible consumer of information? (Standard 1,3) 	<ul style="list-style-type: none"> • How is the Constitution a living document? (Standard 3) • How has the role of government changed? (Standard 4) • Which of the three branches wields the most power? (Standard 5) • How can citizens influence public policy making? (Standard 1) 	<ul style="list-style-type: none"> • How and why does the United States decide to participate in treaties and international organizations? (Standard 1) • How should the United States’ ideas on rights influence foreign policy? (Standard 2) • How do “American values” influence foreign and domestic policy? (Standard 3) • How do historical and current circumstances affect foreign and domestic policy? (Standard 4) • What should be the role of the United States in the world? (Standard 5) 	<ul style="list-style-type: none"> • What might justify acts of civil disobedience? (Standard 1) • Where do your rights end and your neighbors begin? (Standard 2) • What is the role of the Supreme Court in determining human and civil rights? (Standard 4) • In what ways might limits on our rights be justified? (Standards 5) • How have Supreme Court cases affected society? (Standards 2) 	<ul style="list-style-type: none"> • How and why do local governments influence the choices people make on where they live and work? (Standard 1) • What level of government is best able to protect the rights of minority groups? (Standard 2) • How does a community’s diversity affect state and local governments? (Standard 3) • What is the impact of state and local government on the quality of life in my community? (Standard 4) • Which level of government (federal, state, local) should have the most impact on our lives?

	country and community? (Standard 2) <ul style="list-style-type: none"> • Which form of government is the best? (Standard 3) • How do people come to be governed? (Standard 4) • Why is government necessary? (Standard 5) 					
Standards	<ol style="list-style-type: none"> 1. Choices have consequences. 2. Individuals have rights and responsibilities. 3. Societies are shaped by beliefs, idea, and diversity. 4. Societies experience continuity and change over time. 5. Relationships between people, place, idea, and environments are dynamic. 					
Curriculum Materials	<ul style="list-style-type: none"> • Founding Document • Textbook 	<ul style="list-style-type: none"> • Founding documents • Textbook 	<ul style="list-style-type: none"> • Founding Documents • Textbook 	<ul style="list-style-type: none"> • Founding Documents • Textbook 	<ul style="list-style-type: none"> • Founding Documents, Civil Rights reader (currently own classroom set) Textbook 	<ul style="list-style-type: none"> • Textbook
Supplemental Materials	<ul style="list-style-type: none"> • PBS Newshour • C-Span • Washington Post • Video: “Selma” • iPad • internet • You Tube 	<ul style="list-style-type: none"> • PBS Newshour • C-Span • Washington Post • Voter registration application forms • iPad • internet • You Tube 	<ul style="list-style-type: none"> • PBS Newshour • C-Span • Washington Post • iPad • internet • You Tube 	<ul style="list-style-type: none"> • PBS Newshour • C-Span • Washington Post • Video • iPad • Internet • YouTube 	<ul style="list-style-type: none"> • Civil Rights Reader (currently own classroom set) Textbook • Video • iPad • internet • YouTube 	<ul style="list-style-type: none"> • Kansas Constitution • iPad • Internet
Connections		League of Women Voters				City council member
Assessments	Formative assessments Project based learning	Formative assessments PBL	Formative assessments PBL	Formative assessment PBL	Formative assessments PBL	