

Portales Municipal Schools
Social Studies Curriculum Map-2010
Grade_Civics and Government_9-12__

ESSENTIAL QUESTIONS: How did various historical documents influence the development of the U.S. Government?					
STRAND: Strand: Civics and Government		BENCHMARK: 9-12 Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents: Benchmark 3-C: compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world: Benchmark 3-D: understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing.			
STANDARD: Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.					
9 w e e k s 1 s t	<p>PERFORMANCE STANDARD</p> <p>2. Analyze the rights and obligations of citizens in the United States, to include: connections between self-interest, the common good and the essential element of civic virtue, as described in the federalist papers, Numbers 5 and 49; obeying the law, serving on juries, paying taxes, voting, registering for selective service and military service.;</p> <p>1. Analyze the structure, powers and role of the legislative branch of the United States government, to include: specific powers delegated in Article I of the constitution; checks and balances described in the federalist papers, Number 51; lawmaking process; role of leadership within congress; federalist and antifederalist positions;</p> <p>2. Analyze and explain the philosophical foundations of the American political system in terms of the inalienable rights of people and the purpose of government, to include: Iroquois league and its organizational structure for effective governance; basic philosophical principles of John Locke expressed in the second treatise of government (nature, equality, and dissolution of</p>	<p>CONCEPTS/SKILLS</p> <p>Review/Extend previously introduced skill unless noted</p> <p style="color: red;">R=Review and Extend</p> <p style="color: green;">*M=Master</p> <p>1. Content and history of founding documents.</p>	<p>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</p> <p>The students will be divided into groups of three and assigned various historical documents that led to the formation of the U.S. Constitution and the founding of the U.S. Government.</p> <p>Each group will prepare a classroom presentation using visual aids.</p>	<p>ASSESSMENTS</p> <p>Rubric</p> <p>Quiz over key concepts of each groups presentation.</p>	<p>STUDENT MATERIALS AND RESOURCES</p> <p>Internet resources</p> <p>Copies of historical documents</p> <p>Textbook</p> <p>www.dummies.com/.../determining-whether-you-really-want-to-become-a-us.html -</p> <p>www.citizensforaconstitutionalrepublic.com/The_Federalist_Papers_The_Key_to_Restoring_Our_Constitutional_Republic.html</p>

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<p>government); foundation principles of laws by William Blackstone (laws in general and absolute rights of individuals); importance of the founders of the rights of Englishmen, the Magna Carta and representative government in England;</p> <p>3. Analyze the fundamental principles in the declaration of independence;</p> <p>4. Analyze the historical sources and ideals of the structure of the United States government, to include: principles of democracy; essential principles of a republican form of government; code of law put forth in the Code of Hammurabi; separation of powers as expressed by the Baron of Montesquieu; checks and balances as expressed by Thomas Hobbs; ideas of individual rights developed in the English bill of rights; role of philosophers in supporting changes in governments in the 18th and 19th centuries (e.g., Locke, Rousseau, Voltaire);</p>				<p>www.sparknotes.com › SparkNotes › Philosophy Study Guides</p> <p>plato.stanford.edu/entries/montesquieu/</p> <p>www.constitution.org/liberlib.htm</p>
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ESSENTIAL QUESTIONS: How does the structure of the U.S. Government compare and contrast to other governments around the world?					
STRAND: Civics and Government		BENCHMARK: 9-12 Benchmark 3-C: compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world: Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:			
STANDARD: Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.					
9 w e e k s 1 s t	PERFORMANCE STANDARD 6. Compare and contrast the unitary, confederate and federal systems; 7. Analyze the ways powers are distributed and shared in a parliamentary system; 8. Compare and contrast the different philosophies, structures and institutions of democratic versus totalitarian systems of government; 9. Analyze and evaluate the concept of limited government and the rule of law; 10. Compare and contrast the characteristics of representative governments; 12. Compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian); and 7. Describe and analyze the powers and responsibilities (including the concept of legitimate power) of local, state, tribal and national governments.	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend *M=Master 2. Forms and structures of various governments.	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) Students will research different types of governments and how they are structured and compare them to the basic structure of the United States democratic system by writing a 2 page report detailing the following topics: Structure, how to elect leaders, citizens rights and freedoms, and the role of the government. Power point presentation by teacher outlining concepts of limited government, rule of law and federalism. Utilizing modern day examples such as President Nixon and Watergate, and the modern day Tea Party movement the instructor will lead a classroom discussion and debate over concepts from power points and examples.	ASSESSMENTS Rubric Teacher observation Teacher observation Quiz	STUDENT MATERIALS AND RESOURCES Internet Teacher Textbook www.pgcps.org/~croom2/Reading_Government%20Systems.doc breakingdownstereotypes.com/.../democracy_versus_totalitarianism.html www.diffen.com/difference/Capitalism vs Socialism

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ESSENTIAL QUESTIONS: How does the constitution defend the rights of each individual?					
STRAND: Civics and Government		BENCHMARK: Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:			
STANDARD: Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and					
9 w e e k s I s t	<p>PERFORMANCE STANDARD</p> <p>5. Analyze the rights, protections, limits and freedoms included within the United States constitution and bill of rights, to include: constitutional mandates such as the right of habeas corpus, no bill of attainder and the prohibition of the ex post facto laws; 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition; 4th, 5th and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections; 14th Amendment protection of due process and equal protection under the law; conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights; expansion of voting rights, limitation of presidential terms, etc;</p>	<p>CONCEPTS/SKILLS</p> <p>Review/Extend previously introduced skill unless noted</p> <p style="color: blue;">I= Introduce</p> <p style="color: red;">R=Review and Extend</p> <p style="color: green;">*M=Master</p> <p>Structure and outline of the U.S. constitution.</p>	<p>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</p> <p>(CONSTITUTION SCAVANGER HUNT) (CONSTITUTION POWER GRAP GAME)</p> <p>Students will be broken into the 3 branches of the US Government. The teacher will provide questions to each branch in order for them to find the answers in the constitution.</p>	<p>ASSESSMENTS</p> <p>Students scored according to Rubric.</p> <p>Teacher observation</p> <p>Constitution Quiz</p>	<p>STUDENT MATERIALS AND RESOURCES</p> <p>Textbook Constitution of the US Constitution Scavenger hunt</p> <p>URL Site:</p>

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ESSENTIAL QUESTIONS: How do the daily operations of the Executive branch influence your daily life?					
STRAND: Civics and Government		BENCHMARK: Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:			
STANDARD: Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.					
9 w e e k s l s t	PEFORMANCE STANDARD 2. Analyze the structure, powers and role of the executive branch of the United States government, to include: specific powers delegated in Article II of the constitution; checks and balances; development of the cabinet and federal bureaucracy; roles and duties of the presidency, including those acquired over time such as “head of state” and “head of a political party;”	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master Executive Branch	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) Students will view power points over the executive branch: (roles of president, organization of the executive branch, and presidential powers). Students will write a letter to James Madison explaining how the office of the president has changed since he held office. Video using biography channel on President Obama.	ASSESSMENTS Quiz Teacher Rubric Quiz	STUDENT MATERIALS AND RESOURCES Power point Textbook Internet Textbook Teacher Video

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ESSENTIAL QUESTIONS: Describe our society without laws?				
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STANDARD: Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.				
9 w e e k s l e s t	PERFORMANCE STANDARD 1. Analyze the structure, powers and role of the legislative branch of the United States government, to include: specific powers delegated in Article I of the constitution; checks and balances described in the federalist papers, Number 51; lawmaking process; role of leadership within congress; federalist and antifederalist positions;	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend *M=Master Legislative Branch a. How it works b. how a bill becomes a law. c. Congress in action	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) Students will view power points over legislative branch: (Members of Congress, Powers of Congress, How Congress is Organized, Following a bill in Congress.) Students will brainstorm ideas for a bill. They will develop and write the bill. They will go through the process of how a bill becomes a law. This will be a simulation activity that students will be broken up into different houses to carry out the process. Field trip to Santa Fe during the legislative session. Essay over the trip.	ASSESSMENTS Quiz Teacher observation Quiz Formative Essay
	STUDENT MATERIALS AND RESOURCES Teacher Power points Textbook URL site: www.uscongress.org Santa Fe Capital Teacher			

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ESSENTIAL QUESTIONS: What is Justice?					
STRAND: Civics and Government		BENCHMARK: Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:			
STANDARD: Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.					
9 w e e k s 2 n d	PERFORMANCE STANDARD 4. Analyze the structure, powers and role of the judicial branch of the United States government, including landmark United States supreme court decisions, to include: specific powers delegated by the Constitution in Article III and described in the federalist papers, Numbers 78-83; checks and balances; judicial review as developed in Marbury v. Madison; issues raised in McCulloch v. Maryland; dual court system of state and federal governments, including their organization and jurisdiction;	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master Judicial Branch	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) Student opinion assignment: "What might happen if we did not have an organized legal system? Give some examples of what you think life might be like without laws or government and a court system to interpret the laws. Students will write a one to two page opinion paper over the preceding questions using the Schafer writing method. Students will break up into groups of 5 and be given a handout of one of the following cases: (Marbury v. Madison or McCulloch v. Maryland.) Each student will read the article and as a group and come up with a 5 minute oral presentation to present to the class summarizing the case and giving the groups general opinion on the outcome. Presentation by District Judge over New Mexico Court System.	ASSESSMENTS Rubric Teacher observation Oral grading Rubric	STUDENT MATERIALS AND RESOURCES Internet Textbook Teacher Handout Teacher

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ESSENTIAL QUESTIONS: How does the Bill of Rights affect you today?					
STRAND: Civics and Government		BENCHMARK: Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:			
STANDARD: Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.					
9 w e e k s 2 n d	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	5. Analyze the rights, protections, limits and freedoms included within the United States constitution and bill of rights, to include: constitutional mandates such as the right of habeas corpus, no bill of attainder and the prohibition of the ex post facto laws; 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition; 4th, 5th and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections; 14th Amendment protection of due process and equal protection under the law; conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights; expansion of voting rights, limitation of presidential terms, etc;	Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend *M=Master Bill of Rights and Amendments	Students will create power points over the following: "Protections in the Bill of Rights" Each student will be responsible for 1 of the Bill of Rights. Each student will explain the key protections in the amendment, controversial ideas created by the amendment, and any key court cases that helped strengthen the amendment. They will do this by an oral presentation to the class with at least one visual aide.	Teacher observation Rubric	Power points <i>americanrevwar.homestead.com/files/billofri.htm</i> Internet Teacher Textbook

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ESSENTIAL QUESTIONS: How does the election process differ at various levels of U.S. Government? How have political parties influenced the election process at various levels of U.S. Government?					
STRAND: Civics and Government		BENCHMARK: Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:			
STANDARD: Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.					
9 w e e k s 2 n d	PERFORMANCE STANDARD 3. Examine the election of the president through the nomination process, national conventions and electoral college;	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend * M=Master Election process and political parties. a. political party beliefs b. election process	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) Students will create a timeline of the election process. Students will place the timelines on the wall around the room. Students research different parties that being republican and democratic and write down key issues that either party may have. Students will be given a teacher generated worksheet to cover main beliefs of each party as well as a list of former Presidents from each party. Students will participate in a Mock election set up by the teacher. Students use the National Mock election website to vote and answer political questions.	ASSESSMENTS Rubric Participation grade from teacher.	STUDENT MATERIALS AND RESOURCES: Teacher generated worksheets. Internet Textbook <i>bensguide.gpo.gov/3-5/election/president.html</i> URL site: www.nationalmockelection.org/

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ESSENTIAL QUESTIONS: How have U.S. court cases influenced the rights and responsibilities U.S. citizens have today?					
STRAND: Civics and Government		BENCHMARK: Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:			
STANDARD: Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.					
9 w e e k s 2 n d	PERFORMANCE STANDARD 4. Analyze the structure, powers and role of the judicial branch of the United States government, including landmark United States supreme court decisions, to include: specific powers delegated by the Constitution in Article III and described in the federalist papers, Numbers 78-83; checks and balances; judicial review as developed in Marbury v. Madison; issues raised in McCulloch v. Maryland; dual court system of state and federal governments, including their organization and jurisdiction; 5. Analyze the rights, protections, limits and freedoms included within the United States constitution and bill of rights, to include: constitutional mandates such as the right of habeas corpus, no bill of attainder and the prohibition of the ex post facto laws; 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition; 4th, 5th and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections; 14th Amendment protection of due process and equal protection under the law; conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights; expansion of voting rights, limitation of presidential terms, etc;	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend *M=Master Landmark Court Cases.	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) Students will be assigned specific court cases. Students will research the case assigned, and then present the background, essential elements of the case, how the court ruled, and how it continues to affect modern day society. Students will have the freedom to choose the method of presentation. They will convey the information to the entire class.	ASSESSMENTS Rubric Quiz	STUDENT MATERIALS AND RESOURCES Textbook Internet Handouts Teacher www.streetlaw.org/en/landmark.aspx

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ESSENTIAL QUESTIONS: How do rights and responsibilities of citizens create controversy?					
STRAND: Civics and Government		BENCHMARK: Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents: Benchmark 3-D: understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing			
STANDARD: Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.					
9 w e e k s 2 n d	<p>PERFORMANCE STANDARD</p> <p>5. Analyze the rights, protections, limits and freedoms included within the United States constitution and bill of rights, to include: constitutional mandates such as the right of habeas corpus, no bill of attainder and the prohibition of the ex post facto laws; 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition; 4th, 5th and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections; 14th Amendment protection of due process and equal protection under the law; conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights; expansion of voting rights, limitation of presidential terms, etc;</p> <p>1. Describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups);</p> <p>2. Analyze the rights and obligations of citizens in the United States, to include: connections between self-interest, the common good and the essential element of civic virtue, as described in the federalist papers, Numbers 5 and 49; obeying the law, serving on juries, paying taxes, voting, registering for selective service</p>	<p>CONCEPTS/SKILLS</p> <p>Review/Extend previously introduced skill unless noted</p> <p style="color: blue;">I= Introduce</p> <p style="color: red;">R=Review and Extend</p> <p style="color: green;">*M=Master</p> <p>Rights and Responsibilities of U.S. Citizens.</p>	<p>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</p> <p>Students will be given the instruction guide called "Ranking Rights." They will rank from 1-10 the most important rights and freedoms they feel American citizens have. Students will then have a class discussion over why each student has a different opinion of what is important to them.</p> <p>Students will view power points over key rights and responsibilities.</p> <p>Students will research the American Civil Liberties Union and write a short Schaffer paragraph on how the ACLU was set up by private citizens to defend the rights of all Americans.</p>	<p>ASSESSMENTS</p> <p>Teacher observation Rubric</p> <p>Quiz</p> <p>Rubric</p>	<p>STUDENT MATERIALS AND RESOURCES</p> <p>Handouts Teacher Internet</p> <p>Power points</p> <p>Internet</p> <p><i>en..org/wiki/American_Civil_Liberties_Union</i></p>

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<p>and military service.;</p> <p>3. Demonstrate the skills needed to participate in government at all levels, including: analyze public issues and the political system; evaluate candidates and their positions; debate current issues;</p> <p>4. Analyze factors that influence the formation of public opinion (e.g., media, print, advertising, news broadcasts, magazines, radio); and</p> <p>5. Evaluate standards, conflicts and issues related to universal human rights and their impact on public policy.</p>				
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