

Grades 9–12 Government Item Specifications



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Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of test questions used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Stimulus Materials defines types of stimulus materials that can be used in the item stems.

Grades 9-12 Government

Government		9-12.G.1.CC.A
Theme	<p>Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>History: Continuity and Change Create and use tools to analyze a chronological sequence of events related to a study of government.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will use various types of timelines, diagrams, and primary sources to analyze events in government. The student will create various tools such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause and effect relationships between related events.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<u>Stimulus Materials</u>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

Grades 9-12 Government

Government		9-12.G.1.CC.B
Theme	<p>Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>History: Continuity and Change Explain connections between historical context and peoples’ perspectives about government at the time.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will explain how political, social, and economic circumstances of the time and place shaped the views and actions of individuals and institutions of a particular time period.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<u>Stimulus Materials</u>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

Grades 9-12 Government

Government		9-12.G.1.CC.C
Theme	<p>Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>History: Continuity and Change Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will apply an aspect of government to explain or argue a contemporary issue:</p> <ol style="list-style-type: none"> 1. Pose a compelling central question. 2. Explain how the question builds on the ideas of experts. 3. Use specific supporting questions grounded in expert ideas. 4. Identify additional questions related to the central question. 5. Consult multiple significant sources of various types. 6. Critique the strengths and weakness of other ideas. 7. Apply an appropriate discipline lens to explain or argue in a precise nuanced way. 8. Plan and deliver a presentation based on task, audience, and purpose. 9. Make strategic use of multimedia presentations. 		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<u>Stimulus Materials</u>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

Grades 9-12 Government

Government		9-12.G.1.CC.D
Theme	<p>Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>History: Continuity and Change Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The students will apply appropriate disciplinary lenses (concepts, knowledge, reasoning, tools, viewpoints) to explain or argue about a government topic in a precise or nuanced way, while acknowledging the limitations of those lenses. The students will use reliable and relevant resources to support their research.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<u>Stimulus Materials</u>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

Grades 9-12 Government

Government		9-12.G.1.CC.E
Theme	<p>Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>History: Continuity and Change Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The students will clearly, thoroughly, and precisely define and analyze an issue tied to government to understand its characteristics and causes, using multiple significant examples from different contexts. The students will clearly explain and prioritize opportunities and challenges in addressing an issue.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<u>Stimulus Materials</u>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

Grades 9-12 Government

Government		9-12.G.1.GS.A
Theme	<p>Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>Government Systems and Principles Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will show that laws, policies, and processes have intended and unintended consequences for individuals and groups in society. The students will look at the past and present, identify cause and effect, to make predictions about the outcomes of a political decision, and be able to identify the subsequent consequences and benefits.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<u>Stimulus Materials</u>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

Grades 9-12 Government

Government		9-12.G.1.GS.B
Theme	<p>Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>Government Systems and Principles Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The students will be able to develop a plan that seeks to solve a problem in their community, their state, or their country.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<u>Stimulus Materials</u>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

Grades 9-12 Government

Government		9-12.G.1.G.A
Theme	<p>Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>Geographic Study Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The students will create and use multiple relevant sources of various types (maps, visuals, charts, graphs, data, and diagrams) to make generalizations based on data supported by facts.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<u>Stimulus Materials</u>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

Grades 9-12 Government

Government		9-12.G.1.G.B
Theme	<p>Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>Geographic Study Analyze the relationship between of the geography of the original 13 colonies on the formation of United States government.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The students will make observations about how physical and cultural geography have affected the creation of the U.S. Constitution, America’s Declaration of Independence, and historical changes to the processes of government.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<u>Stimulus Materials</u>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

Grades 9-12 Government

Government		9-12.G.1.EC.A
Theme	<p>Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>Economic Concepts Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and governments.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The students will define opportunity cost. The students will create a cost/benefit analysis for decisions that are made by both individuals (microeconomics) and institutions (macroeconomics).</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<u>Stimulus Materials</u>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

Grades 9-12 Government

Government		9-12.G.1.PC.A
Theme	<p>Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>People, Groups, and Cultures Using a government lens, describe how peoples’ perspectives shaped the sources/artifacts they created.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The students, when analyzing primary resources, will be able to take into consideration point-of-view, bias, audience, purpose, political, social, and economic circumstances of the time to develop historical empathy.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<u>Stimulus Materials</u>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

Grades 9-12 Government

Government		9-12.G.1.PC.B
Theme	<p>Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>People, Groups and Cultures Examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The students will be able to identify the cause-and-effect relationships of stratifications (social classes, economic classes, ethnicity, and gender) and the institutions that govern the people of those stratifications. The students will be able to articulate the challenges and benefits of diversity in a society.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Pair these skills to content for assessment.</p> <p>Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.</p>		
<u>Stimulus Materials</u>		
<p>Reference stimulus materials listed in content-specific standard.</p>		

Grades 9-12 Government

Government		9-12.G.2.CC.A
Theme	Historical Foundations The foundations of American government were shaped by western ideas which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand	History: Continuity and Change	
MLS	Trace the evolution of government in the English colonies to explain American colonists' expectations for self-rule.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The students will be able to explain changes over time that expanded self-government to the colonies. This could include drawing connections between philosophies, historical events, and/or documents and a developing expectation by colonists for political and economic self-determination.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
This content may be assessed by, but not limited to, students citing historical events, people, and written history to explain their significance in expanding the concept of self-government.		
Assessment may include the following materials: <ul style="list-style-type: none"> • Events <ul style="list-style-type: none"> ○ Continental Congress ○ Salutary neglect ○ Establishment of colonial legislatures (House of Burgesses) • Philosophies <ul style="list-style-type: none"> ○ Social contract theory ○ The Enlightenment era • Documents <ul style="list-style-type: none"> ○ Mayflower Compact ○ Magna Carta ○ Common Sense 		

Grades 9-12 Government

Stimulus Materials

Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories

Grades 9-12 Government

Government		9-12.G.2.CC.B
Theme	<p>Historical Foundations—The foundations of American government were shaped by western ideas which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.</p>	
Strand	<p>History: Continuity and Change</p>	
MLS	<p>Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will be able to explain how John Locke’s natural rights and social contract theory are used in the Declaration of Independence. This could include making connections between the Declaration of Independence and John Locke’s writings, noting specific principles of government such as natural rights, social contract theory, right to revolution, and popular sovereignty.</p>		3
		<u>Item Format</u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>This content may be assessed by, but not limited to, comparing primary sources and the ideas in the Declaration of Independence. Students may be asked to identify or summarize the principle of government referenced in a quote or passage including the following:</p> <ul style="list-style-type: none"> • Natural rights • Unalienable rights • Right to revolution • Declaration of Independence • Consent of the governed • Social contract 		
<u>Stimulus Materials</u>		
<p>Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories</p>		

Grades 9-12 Government

Government		9-12.G.2.CC.C
Theme	Historical Foundations The foundations of American government were shaped by western ideas which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand MLS	History: Continuity and Change Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The students will be able to show the impact of Greece, Rome, and the British Parliament on the creation of the US Constitution. Students will identify principles and structures of government in these previous systems that inspired or became a part of the US Constitution.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
This content may be assessed by, but not limited to, the following: <ul style="list-style-type: none"> • Distinguish parts of the US Constitution and how they connect to previous models of government. • Given stimulus, determine the origin of specific plans/ideas proposed by members of the Convention: <ul style="list-style-type: none"> ○ Greece & Rome <ul style="list-style-type: none"> ▪ Direct democracy ▪ Representative democracy (republic) ○ British Parliament <ul style="list-style-type: none"> ▪ Bicameral legislature ▪ Rule of law 		
<u>Stimulus Materials</u>		
Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		

Grades 9-12 Government

Government		9-12.G.2.CC.D
Theme	Historical Foundations—The foundations of American government were shaped by western ideas which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand MLS	History: Continuity and Change Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups and societies.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to differentiate the effect that democratic governments and authoritarian governments have on peoples’ freedoms, protections, and civic participation. Students will sort or categorize various government types and systems based on their primary function. <ul style="list-style-type: none"> • Democratic governments-rely on the will of the people for authority and decision-making • Authoritarian governments-rely on the power inherent in the government to justify itself, limiting the role of citizens 		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
This content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Describing the advantages and disadvantages of democratic and authoritarian governments <ul style="list-style-type: none"> ○ Participation ○ Majority rule with minority rights ○ Rights of citizens • Identifying the common qualities of all governments <ul style="list-style-type: none"> ○ The Four Characteristics of Government <ul style="list-style-type: none"> ▪ Maintaining order ▪ Providing public services ▪ Providing national security ▪ Providing for the economy ○ Sovereignty 		
<u>Stimulus Materials</u>		
Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		

Grades 9-12 Government

Government		9-12.G.3.CC.A
Theme	Structure of Government Upon gaining independence from Great Britain the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises which shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand	History: Continuity and Change	
MLS	Explain how the central debates of the Constitutional Convention were resolved.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to explain the sources of conflict that emerged between the colonies at the Constitutional Convention. Students will show how compromise over disagreements on/about representation, slavery, and individual rights were resolved at the Constitutional Convention.		2
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
This content may include, but is not limited to, students being able to explain how the Connecticut Compromise and the 3/5 compromise solved the major debates of the Constitutional Convention: <ul style="list-style-type: none"> • Representation <ul style="list-style-type: none"> ○ New Jersey Plan ○ Virginia Plan ○ Connecticut Compromise (the Great Compromise) • Slavery <ul style="list-style-type: none"> ○ 3/5 compromise • Bill of Rights-to be added after ratification of the Constitution 		
<u>Stimulus Materials</u>		
Graphic organizers, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		

Grades 9-12 Government

Government		9-12.G.3.CC.B
Theme	Structure of Government Upon gaining independence from Great Britain the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises which shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand	History: Continuity and Change	
MLS	Explain how concerns over a strong central government were addressed to provide for ratification of the Constitution.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The students will be able to critique the arguments of the Federalists and Anti-Federalists regarding the central government created by the US Constitution. Students should be able to explain how the Bill of Rights represents a compromise between the Federalists and Anti-Federalists.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
This content may be assessed by, but not limited to, the following: <ul style="list-style-type: none"> Identify perspectives on the Constitution represented in quotes and excerpts from Federalists and Anti-Federalists. Sort/categorize arguments of Federalists and Anti-Federalists on the Constitution. Recognize the Bill of Rights as a form of limited government. 		
<u>Stimulus Materials</u>		
The Federalist Papers, primary and secondary sources, charts, Venn diagrams		

Grades 9-12 Government

Government		9-12.G.3.CC.C
Theme	Structure of Government Upon gaining independence from Great Britain the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises which shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand	History: Continuity and Change	
MLS	Trace the significant changes in roles, powers and size of the three branches of government.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to identify how the power of the legislative, executive, and judicial branches has shifted and changed over time. Students will use primary and secondary sources to draw conclusions about how the roles of the three branches of government have increased or changed over time.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
This content may include, but is not limited to, the following: <ul style="list-style-type: none"> • With stimulus, draw a conclusion about the shifts in power amongst the three branches of government as a result of specific events or trends. • With stimulus, match the impacts of specific events with their impacts on the role/powers of government. • The Elastic clause • Commerce clause • <i>Marbury v. Madison</i> <ul style="list-style-type: none"> ○ Judicial expansion through precedent and the power of judicial review • The New Deal <ul style="list-style-type: none"> ○ Expansion of the executive bureaucracy • Civil Rights <ul style="list-style-type: none"> ○ 14th amendment (nationalization of the Bill of Rights) ○ Judicial activism (<i>Roe v. Wade, Brown v. Board of Education of Topeka</i>) • The war on terrorism <ul style="list-style-type: none"> ○ USA PATRIOT Act 		
Limit: Must use prompt for this question.		

Grades 9-12 Government

<u>Stimulus Materials</u>	
Primary sources, newspaper headlines, current events, historical events, secondary sources, texts, charts, Venn diagrams	

Grades 9-12 Government

Government		9-12.G.3.CC.D
Theme	Structure of Government Upon gaining independence from Great Britain the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises which shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand MLS	History: Continuity and Change Trace the changing relationship between state and federal governmental powers.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to identify how the power of federal and state governments has shifted and changed over time. Students will use primary and secondary sources to draw conclusions about how the roles of each have changed over time.		3
		<u>Item Format</u>
Selected Response Constructed Response Technology Enhanced		<u>Sample Stems</u>
		<u>Content Limits/Assessment Boundaries</u>
This content may be assessed by, but not limited to, the following: <ul style="list-style-type: none"> • With stimulus, draw conclusions about the shifts in power between the federal and state governments as a result of specific events. • With stimulus, match impacts of specific events with their impacts on the role/powers of the federal and state governments. • Content may include <ul style="list-style-type: none"> ○ Exclusive powers ○ Reserved powers ○ Concurrent powers ○ Federalism ○ Supremacy clause ○ <i>McCulloch v. Maryland</i> ○ 14th Amendment ○ 10th Amendment ○ The myth of nullification 		

Grades 9-12 Government

<u>Stimulus Materials</u>	
Primary sources, newspaper headlines, current events, historical events, secondary sources, texts, charts, Venn diagrams	

Grades 9-12 Government

Government		9-12.G.4.CC.A
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might, in turn, influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.	
Strand	History: Continuity and Change	
MLS	Trace the changing power relationships between branches of the United States government over time.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to identify how history has shifted the power of the legislative, executive, and judicial branches. Students will also be able to explain how the roles of the three branches of government have changed overtime.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>This content may be assessed by, but not limited to, students drawing a conclusion through analysis of a prompt about the shifts in power among the three branches of government.</p> <p>The content may include</p> <ul style="list-style-type: none"> • The Elastic clause • <i>Marbury v. Madison</i> <ul style="list-style-type: none"> ○ Judicial expansion through precedent and the power of judicial review • The New Deal <ul style="list-style-type: none"> ○ Expansion of the executive bureaucracy • Civil Rights <ul style="list-style-type: none"> ○ 14th Amendment (nationalization of the Bill of Rights) ○ Judicial activism (<i>Roe v. Wade, Brown v. Board of Education of Topeka</i>) • The war on terrorism <ul style="list-style-type: none"> ○ USA PATRIOT Act 		
<u>Stimulus Materials</u>		
Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		

Grades 9-12 Government

Government		9-12.G.4.CC.B
Theme	Government in Action - The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might, in turn, influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.	
Strand MLS	History: Continuity and Change Analyze changing ideals regarding an “active judiciary,” an “active legislature” and an “active executive branch” in United States government over time.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
Students will define judicial activism and judicial restraint and be able to cite examples of both. Students will be able to develop logical arguments to support judicial activism and judicial restraint.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>The content may include, but is not limited to, the following: With stimulus, identify perspectives on the role of the judiciary, relevant to the following:</p> <ul style="list-style-type: none"> • Judicial activism <ul style="list-style-type: none"> ○ Going beyond the words of the Constitution, inventing new legal and constitutional concepts (e.g., right of privacy) • Judicial restraint <ul style="list-style-type: none"> ○ Strict constitutionalists, looking strictly at the Constitution to interpret its meaning 		
<u>Stimulus Materials</u>		
Primary sources, Supreme Court cases, concurring and dissenting opinions, secondary sources, texts, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		

Grades 9-12 Government

Government		9-12.G.4.CC.C
Theme	Government in Action - The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might, in turn, influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.	
Strand	History: Continuity and Change	
MLS	Explain the powers and responsibilities of citizens and institutions to address and solve problems.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
Students will be able to develop a plan that seeks to solve a problem in their community, their state, or their country. Students will apply government concepts that have evolved over time and allow citizens to participate in government.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, students discussing their role in society and the tools available to them to prompt change: <ul style="list-style-type: none"> • Referendum • Recall • Initiative • Petition • Advocacy 		
<u>Stimulus Materials</u>		
Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		

Grades 9-12 Government

Government		9-12.G.2.GS.A
Theme	Historical Foundations The foundations of American government were shaped by western ideas which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand MLS	Governmental Systems and Principles Analyze how the codification of law impacted early civilizations and shaped enduring concepts government, law, and social order.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The students will be able to evaluate how early civilization documents have influenced the US Constitution.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
This content may be assessed by, but not limited to, the students showing or recognizing the connection between early civilization documents (3500 BCE to 600 BCE) and American government. The content may include concepts from: <ul style="list-style-type: none"> • Hammurabi’s Code • Bill of Rights <ul style="list-style-type: none"> ○ 4th Amendment (search and seizure) ○ 5th Amendment (property rights) ○ 8th Amendment (cruel and unusual) 		
<u>Stimulus Materials</u>		
Primary sources, Hammurabi’s Code, secondary sources, text excerpts		

Grades 9-12 Government

Government		9-12.G.2.GS.B
Theme	Historical Foundations The foundations of American government were shaped by western ideas which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand MLS	Governmental Systems and Principles Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purposes and legacy of the Declaration of Independence.	
<u>Expectation Unwrapped</u> The students will be able to use enlightenment ideas and principles of government to analyze the historical, current, and future use of the Declaration of Independence. Students will be able to apply the following concepts in their explanations of the significance of the Declaration of Independence. <ul style="list-style-type: none"> • Natural rights • Social contract • Due process of law • Popular sovereignty • Declaration of Independence 		<u>DOK Ceiling</u> 3 <u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Defining concepts of government found in the Declaration of Independence • Identifying where the concepts are used in the Declaration of Independence • Assessing how and if these concepts are embedded in American society today The content may include <ul style="list-style-type: none"> • Natural rights • Social contract • Due process of law • Popular sovereignty • Declaration of Independence Limit: Declaration of Independence or an identified passage about the Declaration of Independence may be used as a prompt.		<u>Sample Stems</u>

Grades 9-12 Government

Stimulus Materials

Primary sources, Declaration of Independence, secondary sources, paraphrased or analytical passages about the Declaration of Independence, political cartoons, pictures

Grades 9-12 Government

Government		9-12.G.2.GS.C
Theme	Historical Foundations The foundations of American government were shaped by western ideas which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand MLS	Governmental Systems and Principles Describe the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to explain the role that the Articles of Confederation played as America's first structure of government. Students will be able to describe the flaws within the Articles of Confederation that led to its eventual replacement at the Constitutional Convention.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
This content may be assessed by, but not limited to, identifying strengths and weaknesses of the Articles of Confederation: <ul style="list-style-type: none"> • Weaknesses <ul style="list-style-type: none"> ○ Lack of executive and judiciary ○ Could not tax ○ Could not enforce laws ○ Unanimous vote needed to amend ○ 9 out of 13 votes needed to write a law • Strengths <ul style="list-style-type: none"> ○ National Government Make connections to how those weaknesses were addressed by the Constitution of 1787.		
<u>Stimulus Materials</u>		
Primary sources, Articles of Confederation, the Constitution, secondary sources, text critical of and in support of the Articles of Confederation, T-charts		

Grades 9-12 Government

Government		9-12.G.3.GS.A
Theme	Structure of Government Upon gaining independence from Great Britain the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises which shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand MLS	Governmental Systems and Principles Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
Students will be able to define and explain the importance of concepts of government that ensure limited government. Students will be able to use principles of government to analyze historical and current interpretations of the US Constitution.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
This content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Connecting principles of government to the US Constitution, noting selections from the US Constitution that represent these concepts • Assessing how principles of government are interpreted and applied in American government today The content may include the following: <ul style="list-style-type: none"> • Rule of law • Representation • Due process of law • Popular sovereignty • Federalism • The US Constitution, including its amendments 		
<u>Stimulus Materials</u>		
Primary sources, US Constitution, current events/headlines, secondary sources, texts interpreting the US Constitution		

Grades 9-12 Government

Government		9-12.G.3.GS.B
Theme	<p>Structure of Government Upon gaining independence from Great Britain the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises which shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.</p>	
Strand	<p>Governmental Systems and Principles</p>	
MLS	<p>Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>Students will be able to cite evidence from the Articles of Confederation and the US Constitution that incorporates the philosophies of natural rights (John Locke), the social contract, due process of law, and popular sovereignty. Students will draw conclusions about the extent to which each document allowed individuals and groups equal access to the ideals of equality represented in the Declaration of Independence.</p>		3
		<u>Item Format</u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>This content may include, but not limited to, students drawing connections between the ideas below with the Articles of Confederation and the US Constitution:</p> <ul style="list-style-type: none"> • Natural rights • Social contract • Due process of law • Popular sovereignty 		
<u>Stimulus Materials</u>		
<p>Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories</p>		

Grades 9-12 Government

Government		9-12.G.3.GS.C
Theme	Structure of Government Upon gaining independence from Great Britain the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises which shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand	Governmental Systems and Principles Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.	
MLS		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
As a process, students will be able to <ul style="list-style-type: none"> • identify the roles, responsibilities, and powers of the three branches. • explain how each branch functions. • apply concepts to show how the three branches of government interact with one another. 		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Identifying the branch(es) of government involved in decision-making • Sorting governmental powers/responsibilities • Explaining how branches of government function together to govern and make decisions • Legislative-Creates laws <ul style="list-style-type: none"> ○ How a bill becomes a law ○ Committees (legislative and oversight) ○ Elastic clause • Executive-Enforces laws <ul style="list-style-type: none"> ○ Executive orders ○ Pardons ○ Executive appointments ○ President’s cabinet general role and function ○ Roles of the president • Judicial-Interprets Laws <ul style="list-style-type: none"> ○ Judicial review 		

Grades 9-12 Government

- Federal judicial court structure
 - Supreme
 - Appeals
 - District

Stimulus Materials

Primary sources, Articles 1 through 3 of the US Constitution, executive orders, amendments that have changed the structure and roles of the three branches: 17th, 20th, 22nd, 25th, 27th (must use a prompt if using the amendments), headlines, examples of the president's schedule, secondary sources, flow charts, lists

Grades 9-12 Government

Government		9-12.G.3.GS.D
Theme	Structure of Government Upon gaining independence from Great Britain the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises which shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand MLS	Governmental Systems and Principles Describe and give examples of how the constitutional principle of checks and balances limits the powers of government and leaders.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to define and identify the checks and balances of each branch. Students will be able to identify which branch is being checked and what type of check is happening (i.e., Students, when given a news article, will be able to say, "The judicial branch is using their power of judicial review to strike down an executive order to limit the power of the president." <ul style="list-style-type: none"> The students will be able to explain how this system creates a balance between the three branches. 		2
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, the following: <ul style="list-style-type: none"> Determine how the three branches check one another in a given scenario. Determine how a specific check limits the power of another branch. Provide examples to explain why we have a system of checks & balances: <ul style="list-style-type: none"> Veto override Veto Impeachment Judicial review Judicial appointments Senate approval Limited government 		
<u>Stimulus Materials</u>		
Primary sources, Articles 1 through 3 of the US Constitution, executive orders, headlines, news stories, secondary sources, flow charts, lists, examples of political power grabs		

Grades 9-12 Government

Government		9-12.G.3.GS.E
Theme	Structure of Government Upon gaining independence from Great Britain the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises which shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand MLS	Governmental Systems and Principles Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to articulate the purpose of the amendments that apply to equality, people, and government. Students might benefit from grouping amendments that address similar purposes, for example,		2
Limits of Government <ul style="list-style-type: none"> • 1st Amendment • 4th Amendment • 5th Amendment • 8th Amendment Protect the Individual <ul style="list-style-type: none"> • 2nd Amendment • 6th Amendment • 13th Amendment • 24th Amendment Equality <ul style="list-style-type: none"> • 14th Amendment • 15th Amendment • 19th Amendment • 26th Amendment 		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced

Grades 9-12 Government

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p>The content may include, but is not limited to, the following:</p> <ul style="list-style-type: none">• Explain the purpose of the Bill of Rights and why amendments to the US Constitution are important.• Provided a scenario, identify rights or constitutional protections in specific amendments:<ul style="list-style-type: none">○ 1st Amendment○ 2nd Amendment○ 4th Amendment○ 5th Amendment○ 6th Amendment○ 8th Amendment○ 13th Amendment○ 14th Amendment○ 15th Amendment○ 19th Amendment○ 24th Amendment○ 26th Amendment	
<p style="text-align: center;"><u>Stimulus Materials</u></p> <p>Primary sources, Constitutional amendments, secondary sources, interpretations of the amendments, charts, scenarios</p>	

Grades 9-12 Government

Government		9-12.G.3.GS.F
Theme	Structure of Government Upon gaining independence from Great Britain the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises which shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand MLS	Governmental Systems and Principles Compare the structure and functions of local, state and federal governments.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to identify ways in which the federal government and state governments are similar in purpose, structure, and function. Students will be able to explain how local government functions and structures are similar to federal and state governments.		2
		<u>Item Format</u>
Selected Response Constructed Response Technology Enhanced		<u>Content Limits/Assessment Boundaries</u>
		<u>Sample Stems</u>
The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Sort governmental structures of federal, state, and local institutions. • Explain how state or local governmental institutions make, enforce, and interpret laws. • Legislative-create laws <ul style="list-style-type: none"> ○ Congress, general assembly, city council • Executive-enforce laws <ul style="list-style-type: none"> ○ President, governor, mayor • Judicial-interpret laws <ul style="list-style-type: none"> ○ Supreme Court, state supreme courts, municipal courts 		
<u>Stimulus Materials</u>		
Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		

Grades 9-12 Government

Government		9-12.G.4.GS.A
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might, in turn, influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.	
Strand MLS	Governmental Systems and Principles Evaluate the role and influence of contemporary political parties on government.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to identify the role that political parties play in government. Students will assess the role of political parties on elections, the operation of congress, and their influence on public opinion.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Explain how political parties impact the operation of government. • Determine the role of political parties in decision making. • Determine the pros and cons of political parties in decision-making by the government: <ul style="list-style-type: none"> ○ Provide candidates for elections ○ Inform the public about issues ○ Gerrymandering 		
<u>Stimulus Materials</u>		
Primary sources, political party platforms, secondary sources, op-eds, maps, charts, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		

Grades 9-12 Government

Government		9-12.G.4.GS.B
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might, in turn, influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.	
Strand MLS	Governmental Systems and Principles Explain a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
Students will be able to identify their civic responsibilities and civic duties. They will be able to explain how those responsibilities and duties affect their local region, their state, and their federal government.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Determine the significance of individuals and groups toward the promotion of the common good. • Differentiate between a citizen's rights and responsibilities: • Rights <ul style="list-style-type: none"> ○ Voting ○ Letter writing ○ Protesting ○ Attending meetings ○ Educated and informed citizens ○ Using initiative/referendum/recall • Responsibilities <ul style="list-style-type: none"> ○ Selective service ○ Pay taxes ○ Follow laws ○ Jury duty 		

Grades 9-12 Government

Stimulus Materials

Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories

Grades 9-12 Government

Government		9-12.G.4.GS.C
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might, in turn, influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.	
Strand	Governmental Systems and Principles	
MLS	Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will explain how elected federal and state government officials in the executive, legislative, and judicial branches are selected through elections, nominations, and confirmations. Students will explain how their votes select their local government structures (e.g., city council, governor, boards).		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • General elections • Primaries • Electoral college • Direct elections • Procedures for nominating and confirming judges, executive advisors/agency heads Assessment items must use a prompt.		
<u>Stimulus Materials</u>		
Primary sources, electoral college maps (historical and hypothetical), charts, graphs, data, secondary sources, debates between direct election and the electoral college, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		

Grades 9-12 Government

Government		9-12.G.2.G.A
Theme	Historical Foundations The foundations of American government were shaped by western ideas which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand	Geographical Study	
MLS	Analyze how geography of North America influenced the governmental systems which developed there.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will make observations about how physical and cultural geography have affected the creation of the US Constitution, America's Declaration of Independence, and historical changes to the processes of government.		2
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Physical separation of the colonies from England • Salutary neglect • Federalism/state government/local government/citizen control 		
<u>Stimulus Materials</u>		
Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		

Grades 9-12 Government

Government		9-12.G.4.G.A
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might, in turn, influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.	
Strand	Geographical Study	
MLS	Analyze state and federal electoral results to determine the influence of social, regional and demographic characteristics.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to look at election results and maps, then make generalizations and find trends about how groups of people have voted. This could also include students making election predictions based on data given. Students will use observations about voting behavior to make conclusions about the significance of these factors in voters' choices. This standard might be extended by allowing students to make connections to the influence of these factors on their own political philosophies and beliefs.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, the following: Analyze statistical data about elections to make conclusions about the impact of a diverse electorate on elections. Explain the trends represented by a set of data (tables, graphs, charts): <ul style="list-style-type: none"> • Gender • Age • Ethnicity • Income • Religion • Education • Urban v. rural • Regional voting patterns 		

Grades 9-12 Government

Stimulus Materials

Primary sources, maps, data, charts, graphs, exit polls, census data, secondary sources, text about the factors that affect elections, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories

Grades 9-12 Government

Government		9-12.G.2.EC.A
Theme	Historical Foundations The foundations of American government were shaped by western ideas which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand MLS	Economic Concepts Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will explain the theories of free market and mixed economy systems. Students will explain how various historic and/or contemporary fiscal policy decisions represent free market philosophies or more government-centered solutions. Students should be free to make their own conclusions about the proper approach to fiscal policy.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Define various economic systems. • Determine whether governmental decisions represent a free market approach or governmental intervention in the economy: <ul style="list-style-type: none"> ○ Capitalism ○ Laissez-faire ○ Mixed economies ○ Socialism 		
<u>Stimulus Materials</u>		
Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		

Grades 9-12 Government

Government		9-12.G.3.EC.A
Theme	Structure of Government Upon gaining independence from Great Britain the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises which shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand	Economic Concepts	
MLS	Compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will explain how the US Constitution addressed weaknesses of the Articles of Confederation regarding the economic powers granted to the federal government. Students will explain how expanded economic powers gave an advantage to the new nation: <ul style="list-style-type: none"> • Trade • Monetary policy • Taxation 		3
		<u>Item Format</u>
Selected Response Constructed Response Technology Enhanced		
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Compare the following economic powers granted to the US Constitution and the Articles of Confederation. 		
US Constitution <ul style="list-style-type: none"> • Trade-Central government controls trade between the states and foreign governments. • Monetary Policy-Only the central government can coin money. • Taxation-Central government can mandate tax. 		
Articles of Confederation <ul style="list-style-type: none"> • Trade-No central government control, states could impose tariffs on one another • Monetary policy-Each state coined their own money. • Taxation-Central government could request money. 		

Grades 9-12 Government

Stimulus Materials

Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories

Grades 9-12 Government

Government		9-12.G.3.EC.B
Theme	Structure of Government Upon gaining independence from Great Britain the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises which shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand	Economic Concepts	
MLS	Analyze the changing roles of government in the economy throughout United States history.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students, when given points in American history, can explain the extent to which that event resulted in the government having an increased role in the economy. Students will examine the trend of government involvement in the economy over time to make conclusions about the positive and negative impacts of these decisions.		2
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • With stimulus, identify whether the government’s role in the economy increased or decreased as a result of the following: <ul style="list-style-type: none"> ○ Laissez-faire ○ National bank ○ Federal Reserve ○ New Deal ○ Great Society ○ Reaganomics 		
<u>Stimulus Materials</u>		
Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		

Grades 9-12 Government

Government		9-12.G.4.EC.A
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might, in turn, influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.	
Strand MLS	Economic Concepts Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to show the value and virtue of paying taxes to benefit individual people and businesses. The students will be able to identify public goods (e.g., schools, roads, national defense, police, parks). Students will analyze data to make conclusions about the major sources of revenue and spending by the federal government.		2
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Explain how fiscal policy determines who pays taxes and the effect of those decisions on individuals and groups. • Explain how collected taxes are used. Stimulus must be provided.		
<u>Stimulus Materials</u>		
Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		

Grades 9-12 Government

Government		9-12.G.2.PC.A
Theme	Historical Foundations The foundations of American government were shaped by western ideas which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand MLS	People, Groups, and Cultures Analyze the varying perspectives of individuals and groups to explain emerging divisions and political philosophies as the United States was founded.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
Students will be able to show how political differences began to emerge during the Constitutional Convention and ratification debate. Students will be able to critique the arguments of the Federalists and Anti-Federalists regarding the expanded role of the federal government represented by the Constitution. Students might extend their understanding by drawing connections between these issues and contemporary political divisions.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Analyze debates, critiques, and perspectives of individuals and groups regarding the Constitution and explain how perspectives of both sides are represented by early political parties. • Sort perspectives (quotes, excerpts) of Federalist and Anti-Federalist writers. <ul style="list-style-type: none"> ○ Federalists-Strong central government (Hamilton, Madison, Jay) ○ Anti-Federalists-Strong state governments (Henry, Mason, Sam Adams, R.H. Lee) 		
<u>Stimulus Materials</u>		
Primary sources, Federalist Papers, Anti-Federalist Papers, writings from Jefferson and Hamilton, writings from the Federalists and the Democratic-Republicans, secondary sources, charts		

Grades 9-12 Government

Government		9-12.G.3.PC.A
Theme	Structure of Government Upon gaining independence from Great Britain the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises which shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand MLS	People, Groups, and Cultures Analyze the varying perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to explain how the role of the government and the role of the individual have changed overtime.		3
		<u>Item Format</u>
Selected Response Constructed Response Technology Enhanced		<u>Sample Stems</u>
The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Examples through time in which the role of government and the role of individuals have been challenged: <ul style="list-style-type: none"> ○ Federalist and Anti-Federalist ○ Civil rights movement ○ New Deal ○ Great Society ○ New conservatism 		
<u>Stimulus Materials</u>		
Primary sources, photographs, presidential record, Federalist Papers, Anti-Federalist Papers, secondary sources, charts, graphs, texts, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		

Grades 9-12 Government

Government		9-12.G.3.PC.B
Theme	<p>Structure of Government Upon gaining independence from Great Britain the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises which shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government which would change and expand over time as each generation applied the document to fit the needs of the nation.</p>	
Strand MLS	<p>People, Groups, and Cultures Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>Students will be able to show that all decisions, personal and governmental, have intended and unintended consequences. Students will make predictions about the outcomes of a political decision and be able to identify the subsequent consequences and benefits.</p>		3
		<u>Item Format</u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>The content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Identify the pros and cons of governmental decisions. • Separate the intended and unintended consequences of a specific governmental decisions on individuals and groups: <ul style="list-style-type: none"> Civil Rights & Civil Liberties <ul style="list-style-type: none"> ○ Intended Example: <i>Brown v. Board of Education</i> intended to desegregate schools. ○ Unintended Example: <i>Brown v. Board of Education</i> resulted in forced busing, broken communities, and school closures. Affirmative Action <ul style="list-style-type: none"> ○ Intended Example: To provide minorities with opportunities and to create more equality amongst individuals and groups in society ○ Unintended Example: The underlying messages about people’s value and worth Fiscal Policy <ul style="list-style-type: none"> ○ Intended Example: The food stamp program is to provide an assistance to those in need. ○ Unintended Example: Long-term dependency on the welfare program 		

Grades 9-12 Government

Tax Policy

- Intended Example: Items that society sees as important (home ownership, education, cola tax) are incentivized.
- Unintended Example: Market saturation of homes, increased cost of education, impoverished people have less money

Right-to-Work

- Intended Example: Creates more job opportunities for individuals
- Unintended Example: Decrease overall wages

Immigration Policy

- Intended Example: Improves the economy and safety of Americans
- Unintended Example: Creates a large group of non-citizens that exist within the country that are not protected or documented

Environmental Protection Agency:

- Intended Example: Improves the environment locally, nationally, and globally
- Unintended Example: An increase in cost to businesses and a decrease in economic efficiency

Stimulus Materials

Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories

Grades 9-12 Government

Government		9-12.G.4.PC.A
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might, in turn, influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.	
Strand MLS	People, Groups, and Cultures Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will compare and contrast the purpose and function of political parties and interest groups, noting the opportunities for individuals to participate in each. Students will explain how various political parties and interest groups represent a wide range of beliefs, concerns, and issues.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Compare ways for individuals to be involved in political parties and interest groups. • With stimulus, determine whether a scenario represents a political party or interest group. • With stimulus, determine the influence of money on political parties and interest groups. • Discuss events that cause <u>interest groups</u> to form. <ul style="list-style-type: none"> ○ Campaign financing <ul style="list-style-type: none"> ▪ PAC ▪ Super PAC ○ Lobbyists ○ Citizens United v. Federal Election Commission 		
<u>Stimulus Materials</u>		
Primary sources, mission statements from interest groups, narratives, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		

Grades 9-12 Government

Government		9-12.G.4.PC.B
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might, in turn, influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.	
Strand MLS	People, Groups, and Cultures Evaluate factors that shape public opinion on elections and policy issues.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
Students will be able to draw conclusions about the opinion of different groups based on opinion polls. Students will explain the role of the media (TV, Internet, print) in shaping public opinion, and recognizing the influence of events on elections and on governmental decision-making.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • With stimulus, determine how public opinion can be shaped by the diverse interests of individuals. • With stimulus, determine the extent to which various formats of media influence public opinion and electoral decisions. • Identify factors that shape the perspective and opinions of individuals <ul style="list-style-type: none"> ○ Gender ○ Race ○ Age ○ Income ○ Religion ○ Rural and urban • Identify influence of the media in shaping public opinion (Internet, TV, newspapers). <ul style="list-style-type: none"> ○ Media bias ○ Framing of issues ○ News agenda (what gets covered) ○ Use of media during elections 		

Grades 9-12 Government

Stimulus Materials

Primary sources, data, poll numbers, party platforms, current or historical event materials in print and/or electronic format such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories

Grades 9-12 Government

Government		9-12.G.4.PC.D
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might, in turn, influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.	
Strand MLS	People, Groups, and Cultures Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.	
<u>Expectation Unwrapped</u> Students will be able to explain what will likely occur when the government does not serve the people or respond to the people. Students will be able to explain what will likely occur when a person does not fulfill his or her civic responsibilities and civic duties.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Making predictions or observations about the reactions of the people in response to an unpopular law, executive order, and/or policy • Protests, elections, boycotts, unrest, disorder • Making predictions or observations about what will occur individually or on a large scale if people fail to fulfill their responsibilities and duties • Representatives that do not align to the will of the people, deteriorating infrastructure, legal consequences, perception of the government’s legitimacy, economic decline 		<u>Sample Stems</u>
<u>Stimulus Materials</u> Primary sources, headlines about protests , op-eds, photographs, political cartoons, secondary sources, texts about past rebellions, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		