

Grade 12 Social Studies: Participation in Government

NYS Learning/Core Standards	Content (What needs to be taught?)	Curriculum Materials Used	(All) Assessments Used (Daily/Weekly/Benchmarks)/ Skills Developed	Time Line
<p>State Standard 5.1 National Standards I and II</p> <p>State Standard 5.3 National Standard V</p> <p>State Standards 5.2 and 5.3 National Standards III and V</p> <p>State Standard 5.3 National Standard V</p>	<p>Unit A Philosophical Foundations and Comparative Perspectives Question 1: What are the purposes and principles of government, politics, and the law?</p> <p>Unit B Citizenship in Comparative Perspective Question 2: What are the roles and rights of citizenship? Question 3: How does someone become a citizen of the United States?</p> <p>Unit C Citizenship, Participation, and the Electoral Process Question 4: Does your vote count? Question 5: How does the political party system enable choice and opportunity for participation? Question 6: How do you prepare yourself to vote? Question 7: Why would someone seek public office? Question 8: How do campaigns and elections enable choice and opportunities for participation? Question 9: How do you become a more effective media consumer?</p> <p>Unit D Legal Obligations Question 10: Why are males ages 18</p>	<ul style="list-style-type: none"> • PowerPoint presentations from the textbook publisher • newspaper and magazine articles • internet resources such as Pro/Con • videos • guest speakers 	<p>Reading Standards for Literacy in History/Social Studies: R1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. R3: Analyze in detail a series of events described in a text: determine whether earlier events caused later events or simply preceded them. R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. R5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. R6: Compare the point of view of two or more authors for how they treat the same or similar topics, including the details they include and emphasize in their accounts. R7: Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text. R8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. R9: Compare and contrast treatment of the same topic in several primary and secondary sources.</p> <p>Writing Standards for Literacy in History/Social Studies: W1: Write arguments focused on <i>discipline-</i></p>	

<p>State Standards 5.2, 5.3, and 5.4 National Standards II, III, and V</p>	<p>to 26 expected to register with Selective Service? Question 11: What are the civic implications of taxation? Question 12: How should you respond to a call for jury duty? Question 13: What is the importance of the jury in a democratic system?</p> <p>Unit E Public Policy and Political Participation Question 14: How do you find and evaluate information on public issues of interest? Question 15: Which government(s) should respond to a particular public policy issue? Question 16: How does the public policy process work? Question 17: How does the public policy process reflect the purposes, values, and principles of American democracy? Question 18: How do citizens become more involved in working on a public issue or for a political organization?</p> <p>Unit F Legal Rights and Responsibilities Question 19: What are the legal rights and responsibilities of the individual in civic life, the workplace, and school? Question 20: How do your legal rights and responsibilities change as you move about in the international arena?</p> <p>Unit G Selecting a Culminating Question (optional) Question 21: What type of public issue can be selected for a</p>		<p><i>specific content.</i></p> <ol style="list-style-type: none"> Introduce premise, knowledgeable claims(s), establish the significance of the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaim(s), reasons, and evidence. Develop claim(s) and counterclaim(s) fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s). Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented. <p>W2: Write informative /explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics, (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 	
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	culminating project?		<p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W6: use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem: narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject matter under investigation.</p> <p>W8: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>W9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>W9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for reflection and revision) and shorter</p>	
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			time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
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