

# Adair County High School

2020-2021

## High School-CIVICS - [Social Studies STANDARDS](#) / PACING GUIDE **5 Key Skills**

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### High School - Civics Standards Kentucky Academic Standards

**Introduction:** In high school, the civics standards promote knowledge of the historical foundations and principles of American government toward the goal of productive civic engagement. Additionally, the standards focus on understanding the unique roles of local, state and national institutions. By developing inquiry skills in civics, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions in order to gain knowledge and apply the skills needed to be engaged citizens.

*\*Click on the heading to get the progressions for each grade level regarding that concept.*

Standards	Learning Target We are learning to.....	Window of Instruction (weeks)	Essential Vocabulary	Resources	Course Name
<b><u>CIVICS</u></b>					
Concept and Practice: Civic and Political Institutions					
<b>HS.C.CP.1</b> Explain how the U.S. Constitution embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.	<ul style="list-style-type: none"> <li>Explain how political principles and major events shape how people form governments.</li> <li>Analyze the ways a constitution reflects the values and goals of the society that creates it.</li> <li>Analyze theoretical perspectives related to the Constitution such as theories on democratic government, republicanism, pluralism, and elitism.</li> </ul>	Chapter 3 - week 3 & 4	federalism, popular sovereignty, rule of law, separation of powers, checks and balances, expressed powers, reserved powers, concurrent powers	Civics Today  The Constitution of the United States of America  Political Cartoon - "So...Where Do I Draw the Line?"  The Resolutions and Recommendations of Congress. Continental Congress <a href="http://www.historicaldocuments.com/ResolutionsandRecommendationsofCongress.htm">www.historicaldocuments.com/ResolutionsandRecommendationsofCongress.htm</a>  The Northwest Ordinance (1787) <a href="http://usinfo.state.gov/infousa/government/overview/5.html">http://usinfo.state.gov/infousa/government/overview/5.html</a>  The Papers of George Washington. <a href="http://gwpapers.virginia.edu/documents/constitution/1784/jay2.html">http://gwpapers.virginia.edu/documents/constitution/1784/jay2.html</a>	Introduction to Social Studies

				<p>George Mason. A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774-1875.  <a href="http://memory.loc.gov/cgi-bin/query/r?ammem/hlaw:@field">http://memory.loc.gov/cgi-bin/query/r?ammem/hlaw:@field</a></p> <p>James Madison. <i>The Federalist, No. 10</i> (1787).  <a href="http://usinfo.state.gov/usa/infousa/facts/democrac/7.htm">http://usinfo.state.gov/usa/infousa/facts/democrac/7.htm</a></p> <p>Thomas Jefferson. From a letter to James Madison, April 27, 1809. Library of Congress. <a href="http://www.loc.gov/exhibits/jefferson/149.html">www.loc.gov/exhibits/jefferson/149.html</a></p>	
<p><b>HS.C.CP.2</b> Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.</p>	<ul style="list-style-type: none"> <li>● Explain how the Constitution gives the legislative branch the power to make laws.</li> <li>● Evaluate how the Constitution limits the powers of Congress, while also giving Congress the powers needed to accomplish its goals.</li> <li>● Identify the complex steps required to make an idea into a law.</li> <li>● Explain how the Constitution gives the executive branch the power to execute, or implement, the law.</li> <li>● Understand how the branches of government share the responsibility of governing the nation.</li> <li>● Identify how the judicial branch is charged with interpreting the law.</li> <li>● Explain the effect in which the Supreme</li> </ul>	<p>Chapter 6- week 9 &amp; 10</p> <p>Chapter 7 - week 11 &amp; 12</p> <p>Chapter 8 - Week 13 &amp; 14</p>	<p>bicameral, constituent, majority party, minority party, expressed powers, implied powers, elastic clause, impeach, writ of habeas corpus, bill of attainder, ex post facto law, lobbyist, joint resolution, special interest group, filibuster, cloture, veto</p> <p>Electoral College, executive order, foreign policy, national security, treaty, executive agreement, trade sanction, embargo, cabinet, federal bureaucracy, civil service system, spoils system, merit system</p> <p>jurisdiction, exclusive jurisdiction, concurrent jurisdiction, original jurisdiction, appellate jurisdiction, district court, appeals court,</p>	<p>Civics Today</p> <p>Political Cartoons</p> <ul style="list-style-type: none"> <li>● “Pork”</li> <li>● “Poseidon”</li> <li>● “Do you ever”</li> </ul> <p>William Rehnquist. <i>United States et al. v. American Library Association, Inc. et al.</i>  <a href="http://www.supremecourtus.gov/opinions/02pdf/02-361.pdf">www.supremecourtus.gov/opinions/02pdf/02-361.pdf</a></p> <p><i>Nine and Counting: The Women of the Senate.</i> (2000).</p> <p>Lyndon B. Johnson. <i>The New York Times</i>, March 26, 1972. From <i>Simpson’s Contemporary Quotations</i>. 1988.</p> <p>George Washington. “Washington Bids Farewell.” In <i>Witness to America</i>. Ed. Henry Steele Commager and Allen Nevins. Barnes &amp; Noble Books, 1996.</p> <p><i>Marbury v Madison</i>. 1803.  <a href="http://usinfo.state.gov/usa/infousa/facts/democrac/9.htm">http://usinfo.state.gov/usa/infousa/facts/democrac/9.htm</a></p> <p><i>Brown v. Board of Education</i>, 1954.  “Declaration of Conscience.” 1950.  <a href="http://www.mcslibrary.org/program/library/declarartion.htm">www.mcslibrary.org/program/library/declarartion.htm</a></p> <p>Address to the U.S. Senate. 1998. Robert C. Byrd.  <a href="http://www.senate.gov/artandhistory/history/common/generic/Leaders_">www.senate.gov/artandhistory/history/common/generic/Leaders_</a></p>	<p>Introduction to Social Studies</p>

	<p>Court's decisions impact society by interpreting the U.S. Constitution.</p>		<p>precedent, opinion, remand, judicial review, constitutional, unanimous opinion, concurring opinion, dissenting opinion, stare decisis</p>	<p><a href="#">Lecture_Series_Byrd.htm</a></p> <p><i>The Letters of Theodore Roosevelt</i>, Eds. Morison, Blum, Chandler, 1957-54.</p> <p>Eisenhower Letter to Henry R. Luce. August 8, 1960. <a href="http://www.eisenhowermemorial.org/presidential-papers/second-term/documents/1607.cfm">www.eisenhowermemorial.org/presidential-papers/second-term/documents/1607.cfm</a></p>	
<p><b>HS.C.CP.3</b> Compare various forms of government and how each maintains order, upholds human rights and interacts within the international community.</p>	<ul style="list-style-type: none"> <li>• Compare and contrast various forms of governments and how they establish order, provide security, and accomplish common goals.</li> <li>• Explain that people are the ultimate rulers of democratic countries, while in totalitarian states, a single person or small group holds all the power.</li> <li>• Analyze the economic, social, and political changes that create new traditions, values and beliefs.</li> <li>• Explain that although basic human rights have spread to more countries, they are still not respected in many parts of the world.</li> </ul>	<p>Chapter 1 - week 1</p> <p>Chapter 27 - week 36</p>	<p>government, democracy, direct democracy, representative democracy, republic, monarchy, majority rule, authoritarianism, totalitarian, human rights, tribunal, genocide, apartheid, sanction</p>	<p>Civics Today</p> <p>Political Cartoons</p> <ul style="list-style-type: none"> <li>• "Our Nation Fabric"</li> <li>• "Information Superhighway"</li> </ul> <p>Aristotle. <i>Politics</i>, 350 B.C. <a href="http://www.conservativeforum.org/authquot.asp?ID=280">www.conservativeforum.org/authquot.asp?ID=280</a></p> <p>First Inaugural Address In <i>Abraham Lincoln, Slavery, and the Civil War: Selected Writings and Speeches</i>. Ed. Michael P. Johnson. 2001.</p> <p>Jean-Jacques Rousseau. <i>The Social Contract and Discourse on the Origin and Foundation of Inequality Among Mankind</i>. Ed. Lester G. Crocker. 1967.</p> <p>Constitution of the Russian Federation. Ratified December 12, 1993. <a href="http://www.democracy.ru/english/library/laws/constitution_eng/">www.democracy.ru/english/library/laws/constitution_eng/</a></p> <p>Constitution of India. Adopted November 26, 1949. <a href="http://indiacode.nic.in/coiweb/welcome.html/">http://indiacode.nic.in/coiweb/welcome.html/</a></p>	<p>Introduction to Social Studies</p>
<p><b>HS.C.CP.4</b> Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process and inalienable</p>	<ul style="list-style-type: none"> <li>• Analyze the three levels of federal courts and try to ensure that</li> </ul>	<p>Chapter 8 - week 13 &amp; 14</p>	<p>circuit, jurisdiction, exclusive jurisdiction, concurrent jurisdiction,</p>	<p>Civics Today</p>	<p>Introduction to Social Studies</p>

rights.	<p>everyone in the United States receives equal justice under the law.</p> <ul style="list-style-type: none"> <li>● Explain the different levels of courts and how each deal with a different caseload, ensuring all receive a speedy trial or day in court.</li> <li>● Analyze our laws of today, can be traced back to early legal systems.</li> <li>● Explain the Constitution of the United States establishes and protects the individual's fundamental rights and liberties.</li> <li>● Explain how the judicial branch of government is charged with interpreting the law.</li> </ul>	<p>Chapter 15 - week 19 &amp; 20</p> <p>Chapter 16 - Week 21 &amp; 22</p>	<p>district court, original jurisdiction, appeals court, appellate jurisdiction, remand, opinion, precedent, judicial review, constitutional, docket, brief, majority opinion, unanimous opinion, concurring opinion, dissenting opinion, stare decisis</p> <p>common law, precedent, statute, plaintiff, defendant, felony, misdemeanor, larceny, robbery, burglary, lawsuit, tort, libel, constitutional law, stare decisis, writ of habeas corpus, bill of attainder, ex post facto law, due process of law, search warrant, double jeopardy, grand jury, plea bargain, bail</p> <p>complaint, summons, discovery, settlement, prosecution, crime, penal code, parole, mandatory sentencing, arraignment, testimony, cross-examine, acquittal, hung jury, juvenile, juvenile delinquent, rehabilitate,</p>	<p>Political Cartoons</p> <ul style="list-style-type: none"> <li>● "Do you ever"</li> <li>● "U.S. Constitution"</li> <li>● "A Stupid Idea"</li> </ul> <p><i>Marbury v Madison</i>. 1803. <a href="http://usinfo.state.gov/usa/infousa/facts/democrac/9.htm">http://usinfo.state.gov/usa/infousa/facts/democrac/9.htm</a></p> <p><i>Brown v. Board of Education</i>, 1954. "Declaration of Conscience." 1950. <a href="http://www.mcslibrary.org/program/library/declarartion.htm">www.mcslibrary.org/program/library/declarartion.htm</a></p> <p>Address to the U.S. Senate. 1998. Robert C. Byrd. <a href="http://www.senate.gov/artandhistory/history/common/generic/Leaders_Lecture_Series_Byrd.htm">www.senate.gov/artandhistory/history/common/generic/Leaders_Lecture_Series_Byrd.htm</a></p> <p><i>The Letters of Theodore Roosevelt</i>, Eds. Morison, Blum, Chandler, 1957-54.</p> <p>Eisenhower Letter to Henry R. Luce. August 8, 1960. <a href="http://www.eisenhowermemorial.org/presidential-papers/second-term/documents/1607.cfm">www.eisenhowermemorial.org/presidential-papers/second-term/documents/1607.cfm</a></p> <p>Clean Air Act. <a href="http://www.epa.gov/air/caa/">www.epa.gov/air/caa/</a></p> <p><i>Rosa Parks: My Story</i>. 1992.</p> <p>Rachel Carson. <i>Silent Spring</i>. 1962.</p>	
<b>Concept and Practice: Roles and Responsibilities of a Citizen</b>					
HS.C.RR.1 Evaluate the civic responsibilities	<ul style="list-style-type: none"> <li>● Evaluate the duties and</li> </ul>	Chapter 5 -	responsibility, duty,	Civics Today	Introduction to

<p>of individuals within a society.</p>	<p>responsibilities of citizens. For government to be effective, citizens must fulfill their civic duties and responsibilities.</p> <ul style="list-style-type: none"> <li>Analyze how citizen participation is essential to the foundation and preservation of the U.S. political system.</li> </ul>	<p>week 7 &amp; 8</p>	<p>draft, tolerance, bureaucracy, welfare, volunteerism,</p>	<p>Political Cartoon</p> <ul style="list-style-type: none"> <li>“The Most Powerful Force”</li> </ul> <p>Franklin D. Roosevelt. Address at Marietta, Ohio, July 8, 1938. <a href="http://www.presidency.ucsb.edu/ws/index.php?pid=15672&amp;st=&amp;st1=">www.presidency.ucsb.edu/ws/index.php?pid=15672&amp;st=&amp;st1=</a></p> <p>John Gatus. Quoted in “America’s Voluntary Spirit” by Brian O’Connell. In U.S. Society and Values, September 1988. <a href="http://usinfo.state.gov/journals/itsv/0998/ijse/ijse0998.pdf">http://usinfo.state.gov/journals/itsv/0998/ijse/ijse0998.pdf</a></p> <p>Oath for Commissioned Officers. <a href="http://www.army.mil/CMH/faq/oaths.htm">www.army.mil/CMH/faq/oaths.htm</a></p> <p>Alexis de Tocqueville. <i>Democracy in America</i>. 1835. <a href="http://xroads.virginia.edu/~HYPER/DETOC/ch2_08.htm">http://xroads.virginia.edu/~HYPER/DETOC/ch2_08.htm</a></p> <p>Learned Hand. <i>The Spirit of Liberty</i>, 1944. <a href="http://www.commonlaw.com/Hand.html">www.commonlaw.com/Hand.html</a></p> <p>Amendments XV, XIX, XXIV, XXVI</p>	<p>Social Studies</p>
<p><b>HS.C.RR.2</b> Explain how active citizens can affect the lawmaking process locally, nationally and internationally.</p>	<ul style="list-style-type: none"> <li>Describe how political and economic institutions evolve to help individuals and groups accomplish their goals.</li> <li>Explain how political parties play a large role in the decisions made by government.</li> </ul>	<p>Chapter 9 - week 15</p> <p>Chapter 10 - week 16</p>	<p>political party, two-party system, third party, platform, plank, national committee, caucus, precinct ward, political machine, direct primary, closed primary, open primary, plurality, majority, petition</p> <p>polling place, precinct, ballot absentee ballot, returns, exit poll, electorate, apathy, Electoral College, initiative, proposition, referendum, recall, elector, winner-take-all system, propaganda,</p>	<p>Civics Today</p> <p>Political Cartoons</p> <ul style="list-style-type: none"> <li>“Campaign Finance Reform”</li> <li>“Sacrifice?”</li> </ul> <p>Barack Obama. Keynote Address, Democratic National Convention, 2004. <a href="http://www.washingtonpost.com/wp-dyn/articles/A19751-2004Jul27.htm">www.washingtonpost.com/wp-dyn/articles/A19751-2004Jul27.htm</a></p> <p>The First Gore-Bush Presidential Debate. October 3, 2000. From the unofficial debate transcript. <a href="http://www.debates.org/pages/trans2000a.html">www.debates.org/pages/trans2000a.html</a></p>	<p>Introduction to Social Studies</p>

political action committee, soft money, incumbent

Concept and Practice: Civic Virtues and Democratic Principles

<p><b>HS.C.CV.1</b> Explain how classical republicanism, natural rights philosophy and English common law influenced the thinking and actions of the American Founders.</p>	<ul style="list-style-type: none"> <li>Describe how the English colonists brought with them ideas about government that had been developing in England for centuries.</li> <li>Explain the establishment of thirteen colonies along the East Coast of North America.</li> <li>Analyze how political, social, religious, and economic changes influence the way Americans think and act.</li> </ul>	<p>Chapter 2 - week 2</p>	<p>Enlightenment, monarch, legislature, precedent, common law, natural rights, social contract, colony, joint-stock company, charter, compact, proprietary colony, royal colony, religious dissenters, Puritans, Pilgrims, toleration, indentured servant, plantation, triangular trade, Tidewater, egalitarianism, mercantilism, boycott, repeal, delegate, independence</p>	<p>Civics Today</p> <p>Political Cartoon</p> <ul style="list-style-type: none"> <li>“The Horse America Throwing His Master”</li> </ul> <p>John Locke. <i>The Second Treatise of Government</i>. Ed. Thomas P. Peardon. 1952.</p> <p>Olaudah Equiano. <i>The Interesting Narrative of the Life of Olaudah Equiano</i>. Ed. Robert J. Allison. 2006.</p> <p>Andrew Burnaby. In <i>Burnaby’s Travels Through North America, 1775</i>.  <a href="http://matrix.msu.edu/~civics/teachers/cases/morrison/crev.html">http://matrix.msu.edu/~civics/teachers/cases/morrison/crev.html</a></p> <p>Ralph Waldo Emerson. From “The Concord Hymn,” 1837.  <a href="http://www.nps.gov/archive/mima/hymn.htm">www.nps.gov/archive/mima/hymn.htm</a></p> <p>Declaration of Independence. In “The Charters of Freedom.”  <a href="http://www.archives.gov/national-archives-experience/charters/declaration_transcript.html">www.archives.gov/national-archives-experience/charters/declaration_transcript.html</a></p>	<p>Introduction to Social Studies</p>
<p><b>HS.C.CV.2</b> Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.</p>	<ul style="list-style-type: none"> <li>Describe the political principles and major events that shaped how people form governments.</li> <li>Explain a constitution reflects the values and goals of the society that creates it.</li> <li>Explain how economic, social, and political</li> </ul>	<p>Chapter 3 - week 3 &amp; 4</p> <p>Chapter 15 - week 19 &amp; 20</p> <p>Chapter 27 - week 36</p>	<p>constitution, bicameral, confederation, ratify, Constitutional Convention, Great Compromise, Three-Fifths Compromise, Electoral College, Federalists, federalism, Anti-Federalists, Preamble, legislative</p>	<p>Civics Today</p> <p>The Constitution of the United States of America - pg. 94</p> <p>Political Cartoons</p> <ul style="list-style-type: none"> <li>“So...Where Do I Draw the Line?”</li> <li>“U.S. Constitution”</li> <li>“Information Superhighway”</li> </ul> <p>The Resolutions and Recommendations of Congress. Continental Congress -pg. 67</p>	<p>Introduction to Social Studies</p>

	<p>changes create new traditions, values, and beliefs.</p> <ul style="list-style-type: none"> <li>• Evaluate how the Constitution of the United States establishes and protects the individual’s fundamental rights and liberties.</li> <li>• Reflect how basic human rights have spread to more countries; however, they are still not respected in many parts of the world.</li> </ul>		<p>branch, executive branch, judicial branch, amendment, popular sovereignty, rule of law, separation of powers, checks and balances, expressed powers, reserved powers, concurrent powers</p> <p>stare decisis, writ of habeas corpus, bill of attainder, ex post facto law, due process of law, search warrant, double jeopardy, grand jury, plea bargain, bail,</p> <p>Human rights, tribunal, genocide, apartheid, sanction, satellite, Cold War</p>	<p><a href="http://www.historicaldocuments.com/ResolutionsandRecommendationsofCongress.htm">www.historicaldocuments.com/ResolutionsandRecommendationsofCongress.htm</a></p> <p>The Northwest Ordinance (1787) <a href="http://usinfo.state.gov/infousa/government/overview/5.html">http://usinfo.state.gov/infousa/government/overview/5.html</a></p> <p>The Papers of George Washington. <a href="http://gwpapers.virginia.edu/documents/constitution/1784/jay2.html">http://gwpapers.virginia.edu/documents/constitution/1784/jay2.html</a></p> <p>George Mason. A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774-1875. <a href="http://memory.loc.gov/cgi-bin/query/r?ammem/hlaw:@field">http://memory.loc.gov/cgi-bin/query/r?ammem/hlaw:@field</a></p> <p>James Madison. <i>The Federalist, No. 10</i> (1787). <a href="http://usinfo.state.gov/usa/infousa/facts/democrac/7.htm">http://usinfo.state.gov/usa/infousa/facts/democrac/7.htm</a></p> <p>Thomas Jefferson. From a letter to James Madison, April 27, 1809. Library of Congress. <a href="http://www.loc.gov/exhibits/jefferson/149.html">www.loc.gov/exhibits/jefferson/149.html</a></p> <p>Hammurabi. Code of Hammurabi, c. 1780 B.C.E. <a href="http://www.fordham.edu/halsall/ancient/hamcode.html">www.fordham.edu/halsall/ancient/hamcode.html</a></p> <p>Oliver Wendell Holmes, Jr. <i>Olmstead v. United States</i>, 1928. Quoted in the <i>Yale Book of Quotations</i>. 2006.</p>	
<p><b>HS.C.CV.3</b> Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.</p>	<ul style="list-style-type: none"> <li>• Explain that in the 1950s and 1960s, many African Americans began an organized fight for their rights as citizens.</li> <li>• Describe the struggle for equality in America has persisted and has extended to include many groups.</li> </ul>	<p>Chapter 4 - week 5 &amp; 6</p>	<p>discrimination, segregation, civil rights, affirmative action, racial profiling</p>	<p>Civics Today</p> <p>Political Cartoon</p> <ul style="list-style-type: none"> <li>• “Hall of American Heroes”</li> </ul> <p>Orrin Hatch. “In Defense of the Patriot Act.” <a href="http://www.frontpagemag.com/Articles/Read.aspx?GUID=B47CCF0D-27D4-466B-81D8-40800A4546B0">http://www.frontpagemag.com/Articles/Read.aspx?GUID=B47CCF0D-27D4-466B-81D8-40800A4546B0</a></p> <p>American Civil Liberties Union. “USA PATRIOT Act.” <a href="http://www.aclu.org/safefree/resources/17343res20031114.html">www.aclu.org/safefree/resources/17343res20031114.html</a></p> <p>Justice Abe Fortas. <i>Tinker v. Des Moines Independent School District</i>, 1969. <a href="http://www.law.uh.edu/teacher/tinker/decision.html">www.law.uh.edu/teacher/tinker/decision.html</a></p>	<p>Introduction to Social Studies</p>

				<p>Lyndon B. Johnson. At the signing of the Voting Rights Act. 1965.  <a href="http://www.lbjlib.utexas.edu/Johnson/archives.hom/speeches.hom/">www.lbjlib.utexas.edu/Johnson/archives.hom/speeches.hom/</a></p> <p>Chief Justice Roger B. Taney. <i>Scott v Sandford</i>. 1857.  <a href="http://usinfo.state.gov/usa/infousa/facts/democrac/21.htm">http://usinfo.state.gov/usa/infousa/facts/democrac/21.htm</a></p> <p>Amendment XXII. United States Constitution.</p>	
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**Concept and Practice: Processes, Rules and Laws**

<p><b>HS.C.PR.1</b> Analyze the role of the three branches of government in the lawmaking process.</p>	<ul style="list-style-type: none"> <li>● Explain how the Constitution gives the legislative branch, Congress, the power to make laws.</li> <li>● Evaluate how a bill becomes a law.</li> <li>● Explain how the Constitution gives the executive branch the power to execute, or implement, the law.</li> <li>● Explain how the judicial branch is charged with interpreting the law.</li> <li>● Analyze under our federal system, the executive, legislative, and judicial branches share the responsibility of governing the nation.</li> </ul>	<p>Chapter 6- week 9 &amp; 10</p> <p>Chapter 7 - week 11 &amp; 12</p> <p>Chapter 8 - week 13 &amp; 14</p>	<p>bicameral, census, constituent, gerrymander, majority party, minority party, standing committee, seniority, expressed powers, implied powers, elastic clause, impeach, writ of habeas corpus, bill of attainder, ex post facto law, franking privilege, lobbyist, casework, pork-barrel project, draft, complex, estimate, joint resolution, special interest group, filibuster, cloture, voice vote, standing vote, roll-call vote, veto, pocket veto</p> <p>Electoral College, elector, executive order, pardon, reprieve, amnesty, foreign policy, national security, treaty, executive agreement, ambassador, trade sanction, embargo, cabinet, federal bureaucracy,</p>	<p>Civics Today</p> <p>Political Cartoons</p> <ul style="list-style-type: none"> <li>● “Pork” pg 195</li> <li>● “Poseidon” pg 220</li> <li>● “Do you ever” pg 252</li> </ul> <p>William Rehnquist. <i>United States et al. v. American Library Association, Inc. et al.</i>  <a href="http://www.supremecourtus.gov/opinions/02pdf/02-361.pdf">www.supremecourtus.gov/opinions/02pdf/02-361.pdf</a></p> <p><i>Nine and Counting: The Women of the Senate.</i> (2000).</p> <p>Lyndon B. Johnson. <i>The New York Times</i>, March 26, 1972. From <i>Simpson’s Contemporary Quotations</i>. 1988.</p> <p>George Washington. “Washington Bids Farewell.” In <i>Witness to America</i>. Ed. Henry Steele Commager and Allen Nevins. Barnes &amp; Noble Books, 1996.</p> <p><i>Marbury v Madison</i>. 1803.  <a href="http://usinfo.state.gov/usa/infousa/facts/democrac/9.htm">http://usinfo.state.gov/usa/infousa/facts/democrac/9.htm</a></p> <p><i>Brown v. Board of Education</i>, 1954.  “Declaration of Conscience.” 1950.  <a href="http://www.mcslibrary.org/program/library/declarartion.htm">www.mcslibrary.org/program/library/declarartion.htm</a></p> <p>Address to the U.S. Senate. 1998. Robert C. Byrd.  <a href="http://www.senate.gov/artandhistory/history/common/generic/Leaders_Lecture_Series_Byrd.htm">www.senate.gov/artandhistory/history/common/generic/Leaders_Lecture_Series_Byrd.htm</a></p>	<p>Introduction to Social Studies</p>
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			<p>independent agency, political appointee, civil service system, spoils system, merit system,</p> <p>Circuit, jurisdiction, exclusive jurisdiction, concurrent jurisdiction, district court, original jurisdiction, appeals court, appellate jurisdiction, remand, opinion, precedent, judicial review, constitutional, docket, brief, majority opinion, unanimous opinion, concurring opinion, dissenting opinion, stare decisis</p>	<p><i>The Letters of Theodore Roosevelt</i>, Eds. Morison, Blum, Chandler, 1957-54.</p> <p>Eisenhower Letter to Henry R. Luce. August 8, 1960.  <a href="http://www.eisenhowermemorial.org/presidential-papers/second-term/documents/1607.cfm">www.eisenhowermemorial.org/presidential-papers/second-term/documents/1607.cfm</a></p>	
<p><b>HS.C.PR.2</b> Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.</p>	<ul style="list-style-type: none"> <li>Analyze how political and economic institutions evolve to help individuals and groups accomplish their goals.</li> <li>Describe how political parties play a large role in the decisions made by government.</li> <li>Explain how a successful democracy is built on an informed electorate. The success of an election campaign depends on the people who organize it.</li> <li>Evaluate how individuals, interest groups, the mass</li> </ul>	<p>Chapter 9 - week 15</p> <p>Chapter 10 - week 16</p> <p>Chapter 11 - week 17</p>	<p>political party, two-party system, third party, platform, plank, national committee, caucus, precinct, ward, political machine, direct primary, closed primary, open primary, plurality, majority, petition</p> <p>polling place, precinct, ballot, absentee ballot, returns, exit poll, electorate, apathy, Electoral College, initiative, proposition, referendum, recall, elector, winner-take-all system, propaganda, political</p>	<p>Civics Today</p> <p>Political Cartoons</p> <ul style="list-style-type: none"> <li>“Campaign Finance Reform”</li> <li>“Sacrifice?”</li> <li>“Eminent Domain”</li> </ul> <p>Barack Obama. Keynote Address, Democratic National Convention, 2004.  <a href="http://www.washingtonpost.com/wp-dyn/articles/A19751-2004Jul27.htm">www.washingtonpost.com/wp-dyn/articles/A19751-2004Jul27.htm</a></p> <p>The First Gore-Bush Presidential Debate. October 3, 2000. From the unofficial debate transcript.  <a href="http://www.debates.org/pages/trans2000a.html">www.debates.org/pages/trans2000a.html</a></p> <p>Byron R. White. <i>Hazelwood v. Kuhlmeier</i>. 1988.  <a href="http://www.landmarkcases.org/hazelwood/maj_opinion.html">www.landmarkcases.org/hazelwood/maj_opinion.html</a></p> <p>Amendment I - United States Constitution</p>	<p>Introduction to Social Studies</p>

	<p>media, and government officials all play a role in shaping public opinion.</p> <ul style="list-style-type: none"> <li>Describe how various forces shape people’s ideas.</li> <li>Analyze interest groups, and their powerful force in our democracy, and the use of various techniques to influence public opinion and policy.</li> </ul>		<p>action-committee, soft money, incumbent</p> <p>public opinion, mass media, interest group, public opinion poll, pollster, print media, electronic media, public agenda, leak, prior restraint, libel, malice, public interest group, nonpartisan, political action committee, lobbyist</p>	<p>Bernard Goldberg. <i>Bias</i>. Regnery Publishing, 2002.</p> <p>Eric Alterman. <i>What Liberal Media?</i> Basic Books, 2003.</p> <p>Greg Palast. “I Want to Hurt Somebody.” For <i>The Guardian</i> (London), Nov. 3, 2006. <a href="http://www.informationclearinghouse.info/article15486.htm">www.informationclearinghouse.info/article15486.htm</a></p> <p>Susan B. Anthony. “The Status of Woman, Past, Present, and Future.” In <i>The Arena</i>. 1897. Ed. John Clark Ridpath</p> <p>Martin Luther King, Jr. “Civil Rights No. 1: The Right to Vote.” <i>The New York Times</i>, March 14, 1965. <a href="http://www.cssny.org/news/releases/2003_0115.html">www.cssny.org/news/releases/2003_0115.html</a></p> <p>Indian Citizenship Act of 1924: Laws and Treaties. Ed. Charles J. Kappler. <a href="http://digitallibrary.okstate.edu/kappler/vol4/html_files/v4p1165.html">http://digitallibrary.okstate.edu/kappler/vol4/html_files/v4p1165.html</a></p> <p>John Lewis. Interview regarding the Voting Rights Act Renewal. 2006. <a href="http://www.americanchronicle.com/articles/viewArticle.asp?articleID=11210">www.americanchronicle.com/articles/viewArticle.asp?articleID=11210</a></p> <p>Sonia Zobdeh. 2005. <a href="http://www1.cuny.edu/portal_ur/content/voting_cal/student_quotes.html">www1.cuny.edu/portal_ur/content/voting_cal/student_quotes.html</a></p>	
<p><b>HS.C.PR.3</b> Evaluate intended and unintended consequences of public policies locally, nationally and internationally.</p>	<ul style="list-style-type: none"> <li>Analyze how people form governments to establish order, provide security, and accomplish common goals.</li> <li>Explain when dealing with public policy, a community and its leaders must consider</li> </ul>	<p>Chapter 1 - week 1</p> <p>Chapter 14 - week 18</p>	<p>Civics, citizenship, citizen, service economy, value, popular sovereignty, institution, naturalization, alien, immigrant, deport, government, public policy, budget, democracy, direct democracy,</p>	<p>Civics Today</p> <p>Political Cartoons</p> <ul style="list-style-type: none"> <li>“Our Nation Fabric”</li> <li>“Legislative Budget Cuts”</li> </ul> <p>Aristotle. <i>Politics</i>, 350 B.C. <a href="http://www.conservativeforum.org/authquot.asp?ID=280">www.conservativeforum.org/authquot.asp?ID=280</a></p> <p>First Inaugural Address In <i>Abraham Lincoln, Slavery, and the Civil</i></p>	<p>Introduction to Social Studies</p>

	<p>many factors in making their plans.</p> <ul style="list-style-type: none"> <li>Evaluate how scarcity requires individuals and groups to make choices about goods and services to satisfy their wants.</li> </ul>		<p>representative democracy, republic, monarchy, majority rule, authoritarian, totalitarian</p> <p>Policy, public policy, planning commission, short-term plan, long-term plan, infrastructure, priority, resource, master plan, charter school, tuition voucher, community policing, welfare, environmentalism, solid waste, landfill, NIMBY, toxic, recycle, conservation</p>	<p><i>War: Selected Writings and Speeches</i>. Ed. Michael P. Johnson. 2001.</p> <p>Jean-Jacques Rousseau. <i>The Social Contract and Discourse on the Origin and Foundation of Inequality Among Mankind</i>. Ed. Lester G. Crocker. 1967.</p> <p>Clean Air Act. <a href="http://www.epa.gov/air/caa/">www.epa.gov/air/caa/</a></p> <p>Steve Lettaus. "SADD Founder Visits Campus." February 7, 2006. <a href="http://media.www.thejambar.com/media/storage/paper324/news/2006/02/07/Pageone/Sadd-Founder.Visits.Campus-1602389.shtml">http://media.www.thejambar.com/media/storage/paper324/news/2006/02/07/Pageone/Sadd-Founder.Visits.Campus-1602389.shtml</a></p> <p>Rosa Parks. <i>Rosa Parks: My Story</i>. 1992.</p> <p>Rachel Carson. <i>Silent Spring</i>. 1962.</p>	
<p><b>HS.C.PR.4</b> Compare the domestic and foreign policies of the United States and other countries.</p>	<ul style="list-style-type: none"> <li>Describe how the president and Congress have important roles in making foreign policy.</li> <li>Explain as commander in chief and chief diplomat, the president leads the nation's armed forces and directs U.S. foreign policy.</li> </ul>	<p>Chapter 7 - week 11 &amp; 12</p>	<p>Executive order, pardon, reprieve, amnesty, foreign policy, national security, treaty, executive agreement, ambassador, trade sanction, embargo</p>	<p>Civics Today</p> <p>Political Cartoon</p> <ul style="list-style-type: none"> <li>"Poseidon"</li> </ul> <p>Lyndon B. Johnson. <i>The New York Times</i>, March 26, 1972. From <i>Simpson's Contemporary Quotations</i>. 1988.</p> <p>Gerald Ford. In <i>Simpson's Contemporary Quotations</i>. James B. Simpson 1988.</p> <p>George Washington. "Washington Bids Farewell." In <i>Witness to America</i>. Ed. Henry Steele Commager and Allen Nevins. Barnes &amp; Noble Books, 1996</p>	<p>Introduction to Social Studies</p>
<b>Concept and Practice: Kentucky Government</b>					
<p><b>HS.C.KGO.1</b> Explain how the Kentucky Constitution embodies the principles of rule of law, popular sovereignty, separation of powers and checks and balances.</p>	<ul style="list-style-type: none"> <li>Explain the Kentucky constitution reflects the values and goals of society.</li> </ul>	<p>Chapter 3 - week 3 &amp; 4</p>	<p>Popular sovereignty, rule of law, separation of powers, checks and balances, expressed powers, reserved</p>	<p>Civics Today</p> <p>The Constitution of the United States of America</p> <p>Political Cartoon - "So...Where Do I Draw the Line?"</p>	<p>Introduction to Social Studies</p>

			<p>powers, concurrent powers</p>	<p>The Resolutions and Recommendations of Congress. Continental Congress  <a href="http://www.historicaldocuments.com/ResolutionsandRecommendationsofCongress.htm">www.historicaldocuments.com/ResolutionsandRecommendationsofCongress.htm</a></p> <p>The Northwest Ordinance (1787)  <a href="http://usinfo.state.gov/infousa/government/overview/5.html">http://usinfo.state.gov/infousa/government/overview/5.html</a></p> <p>The Papers of George Washington.  <a href="http://gwpapers.virginia.edu/documents/constitution/1784/jay2.html">http://gwpapers.virginia.edu/documents/constitution/1784/jay2.html</a></p> <p>George Mason. A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774-1875.  <a href="http://memory.loc.gov/cgi-bin/query/r?ammem/hlaw:@field">http://memory.loc.gov/cgi-bin/query/r?ammem/hlaw:@field</a></p> <p>James Madison. <i>The Federalist</i>, No. 10 (1787).  <a href="http://usinfo.state.gov/usa/infousa/facts/democrac/7.htm">http://usinfo.state.gov/usa/infousa/facts/democrac/7.htm</a></p> <p>Thomas Jefferson. From a letter to James Madison, April 27, 1809. Library of Congress. <a href="http://www.loc.gov/exhibits/jefferson/149.html">www.loc.gov/exhibits/jefferson/149.html</a></p>	
<p><b>HS.C.KGO.2</b> Compare Kentucky's government to other states and to the federal government.</p>	<ul style="list-style-type: none"> <li>Describe how power is shared between the national government and the state governments.</li> <li>Explain how the branches of Kentucky's government differs from neighboring states.</li> </ul>	<p>Chapter 12 - week 17</p> <p>Chapter 13 - week 18</p>	<p>Federal system, reserved powers, concurrent powers, unicameral, bicameral, apportionment, malapportionment, line-item veto, commute, parole, justice of the peace, misdemeanor, magistrate court, civil case, plaintiff, defendant, felony, incorporate, city charter, home rule, ordinance, strong-mayor system, weak-mayor system, at-large election, special</p>	<p>Civics Today</p> <p>Political Cartoon</p> <ul style="list-style-type: none"> <li>"Eminent Domain"</li> <li>"Vote"</li> </ul> <p>Alan R. Yandow, Jr. Vermont Lottery Commission. 2006.  <a href="http://www.vtlottery.com/benefits/message-from-executive-director.asp">www.vtlottery.com/benefits/message-from-executive-director.asp</a></p> <p>Andy Rooney. CBS "60 Minutes" March 19, 2006.  <a href="http://www.cbsnews.com/stories/2006/03/16/60minutes/rooney/main1412330.shtml">www.cbsnews.com/stories/2006/03/16/60minutes/rooney/main1412330.shtml</a></p> <p>Tom C. Clark. <i>Mapp v Ohio</i>. 1961.</p> <p>Guiding Principles of the N.C. Child Well-Being and Domestic Violence Task Force.</p>	<p>Introduction to Social Studies</p>

			district, metropolitan area, suburb, county, county seat, town, town meeting, township, village	<a href="http://www.practicenotes.org/vol8_no3/principles.htm">www.practicenotes.org/vol8_no3/principles.htm</a> Ross C. Anderson. State of the City Address. <a href="http://www.ci.slc.ut.us/mayor/speeches/stateofcity06.pdf">www.ci.slc.ut.us/mayor/speeches/stateofcity06.pdf</a>	
<b>HS.C.KGO.3</b> Describe how active citizens can affect change in their communities and Kentucky.	<ul style="list-style-type: none"> <li>Describe the civic duties and responsibilities of Kentucky citizens.</li> <li>Describe how citizen participation is essential to the foundation and preservation of the Kentucky political system.</li> <li>Explain that when dealing with public policy, a community and its leaders must consider many factors in making their plans.</li> <li>Describe how all kentuckians input is needed, to solve educational and social problems.</li> </ul>	Chapter 5 - week 7 & 8  Chapter 14 - week 18	Responsibility, duty, draft, tolerance, bureaucracy, welfare, volunteerism  Policy, public policy, planning commission, short-term plan, long-term plan, infrastructure, priority, resource, master plan, charter school, tuition voucher, community policy, welfare, environmentalism, solid waste, landfill, toxic, recycle, conservation	Civics Today  Political Cartoon <ul style="list-style-type: none"> <li>"The Most Powerful Force"</li> <li>"Legislative Budget Cuts"</li> </ul> Franklin D. Roosevelt. Address at Marietta, Ohio, July 8, 1938. <a href="http://www.presidency.ucsb.edu/ws/index.php?pid=15672&amp;st=&amp;st1=">www.presidency.ucsb.edu/ws/index.php?pid=15672&amp;st=&amp;st1=</a> John Gatus. Quoted in "America's Voluntary Spirit" by Brian O'Connell. In U.S. Society and Values, September 1988. <a href="http://usinfo.state.gov/journals/itsv/0998/ijse/ijse0998.pdf">http://usinfo.state.gov/journals/itsv/0998/ijse/ijse0998.pdf</a> Oath for Commissioned Officers. <a href="http://www.army.mil/CMH/faq/oaths.htm">www.army.mil/CMH/faq/oaths.htm</a> Alexis de Tocqueville. <i>Democracy in America</i> . 1835. <a href="http://xroads.virginia.edu/~HYPER/DETOC/ch2_08.htm">http://xroads.virginia.edu/~HYPER/DETOC/ch2_08.htm</a> Learned Hand. <i>The Spirit of Liberty</i> , 1944. <a href="http://www.commonlaw.com/Hand.html">www.commonlaw.com/Hand.html</a> Amendments XV, XIX, XXIV, XXVI  Clean Air Act. <a href="http://www.epa.gov/air/caa/">www.epa.gov/air/caa/</a>  Steve Lettaus. "SADD Founder Visits Campus." February 7, 2006. <a href="http://media.www.thejambar.com/media/storage/paper324/news/2006/02/07/Pageone/Sadd-Founder.Visits.Campus-1602389.shtml">http://media.www.thejambar.com/media/storage/paper324/news/2006/02/07/Pageone/Sadd-Founder.Visits.Campus-1602389.shtml</a> Rosa Parks. <i>Rosa Parks: My Story</i> . 1992.  Rachel Carson. <i>Silent Spring</i> . 1962.	Introduction to Social Studies

Concept and Practice: Questioning

**HS.C.I.Q.1** Generate compelling questions to frame thinking, inquiry and/or understanding of key civics concepts.

**HS.C.I.Q.2** Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics concepts framed by compelling questions.

Concept and Practice: Using Evidence

**HS.C.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.

**HS.C.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.

**HS.C.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics.

Concept and Practice: Communicating Conclusions

**HS.C.I.CC.1** - Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics.

**HS.C.I.CC.2** - Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics.

**HS.C.I.CC.3** - Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics.