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| **Weeks** | **Unit** | **Standards** | **Common Core Connections & Assessments** | **Additional Instruction & Assessments** |
| 5-6Q1 | Foundations | *Nevada Skills Standards*C13.1-4 C13.6 C13.9 C14.4-9 C16.1 H2.1H3.13*Common Core Standards*RH.11-12.2RH.11-12.4RH.11-12.6RH.11-12.7WHST.11-12.1AWHST.11-12.1DWHST.11-12.1EWHST.11-12.2B |  DBQ Binder- The Ideals of the Declaration: Which is Most Important? - Claim, evidence, reasoning paragraphProject Tahoe- Constructing a Complex Definition of ConstitutionDBQ Binder- How did the Constitution Guard Against Tyranny?- Claim, evidence, reasoning paragraph | - Notes on writing a claim- Practice writing claims- Notes on finding evidence and using direct quotes- Practice finding quotes to support claim, and attributing evidence- Notes on reasoning - Exit ticket: List the four ideals of the Declaration of Independence & explain them in your own words- Exit ticket: List 3 questions you still have about the Constitution. - Exit ticket: Explain federalism in your own words.- Exit ticket: What are two ways the Constitution protects the United States from tyranny? Explain. - Unit Test- Homework: Article of the Week is distributed every week on Monday and response is submitted on Thursday (article changes yearly based on current events) |
| 5-6Q1-2 | Political Behavior | *Nevada Skills Standards*C13.2 C13.7C15.1C15.2C15.4C15.5G7.8 H3.13*Common Core Standards*RH.11-12.2RH.11-12.4RH.11-12.6RH.11-12.7WHST.11-12.1AWHST.11-12.1DWHST.11-12.1EWHST.11-12.2B | Project Tahoe- Constructing a Complex Definition of Political PartiesDBQ Binder- Should the Electoral College be Abolished?- Claim, evidence, reasoning paragraphProject Tahoe- OUT: Role of Mass Media- Claim, evidence, reasoning paragraph | - Practice writing claims- Practice finding quotes to support claim, and attributing evidence- Practice writing reasoning that connects evidence to the claim- Exit ticket: What is the function of a political party? Use evidence from the text support your answer.- Electoral College Simulation- Exit ticket: In at least 4 sentences explain how the Electoral College works? - Exit ticket: Using evidence from the DBQ packet, how would you justify abolishing the Electoral College?- Exit ticket: What is the relationship between the media and our government? Use evidence from the text to support your answer. - Unit Test- Homework: Article of the Week  |
| 4-5Q2-3 | Legislative Branch | *Nevada Skills Standards*C14.1-3 C14.10 H3.13H4.7*Common Core Standards*RH.11-12.1RH.11-12.2RH.11-12.4SL.11-12.1A-DSL.11-12.4WHST.11-12.1AWHST.11-12.1DWHST.11-12.1EWHST.11-12.2B | Project Tahoe:- Going Nowhere: A Gridlocked Congress- The Dream Act & The American Dream- Socratic Seminar - Claim, evidence, reasoning paragraph | - Legislative Branch PPT + notes- Practice writing claims- Practice finding quotes to support claim, and attributing evidence- Practice writing reasoning that connects evidence to the claim- Exit ticket: In at least 4 sentences explain how the Electoral College works? - Exit ticket: What are some reasons other than gridlock that Congress may produce little legislation? Use evidence from the text to support your answer. - Exit ticket: What is your opinion of the Dream Act? What evidence can you find to support the opposing stance?- Unit Test- Homework: Article of the Week  |
| 6-7Q3 | Executive Branch | *Nevada Skill Standards*C14.11C15.4C16.3H3.13*Common Core Standards*RH.11-12.2RH.11-12.4RH.11-12.6RH.11-12.7RH.11-12.10WHST.11-12.1AWHST.11-12.1DWHST.11-12.1EWHST.11-12.2B | Project Tahoe:- The Selling of the President 1968- Claim, evidence, reasoning paragraph- DBQ: Do the constitutional term limits for president set by the 22nd Amendment violate the concept of democracy?- Claim, evidence, reasoning paragraph | - Executive Branch PPT + Notes- Practice writing claims- Practice finding quotes to support claim, and attributing evidence- Practice writing reasoning that connects evidence to the claim- Exit ticket: How is television related to our opinions of political candidates?- Exit ticket: What evidence can you draw from the text to support the claim that the 22nd amendment should be repealed? - Unit Test- Homework: Article of the Week  |
| 6-7Q4 | Judicial Branch & Civil Rights and Liberties | *Nevada Skill Standards*C14.1C14.12-13 C15.5C16.2C16.3H2.15H2.25H3.13H3.17H4.6*Common Core Standards*RH.11-12.2RH.11-12.4RH.11-12.6RH.11-12.7RH.11-12.10SL.11-12.1A-DSL.11-12.4WHST.11-12.1AWHST.11-12.1DWHST.11-12.1EWHST.11-12.2B | Project Tahoe:- DBQ: Should Citizens be Allowed to Carry Weapons?- Claim, evidence, reasoning paragraph- Habeas Corpus OUT- Claim, evidence, reasoning paragraph- Security vs. Civil Liberties- Socratic Seminar- Claim, evidence, reasoning paragraph | - Judicial Branch PPT + Notes- Practice writing claims- Practice finding quotes to support claim, and attributing evidence- Practice writing reasoning that connects evidence to the claim- Exit ticket: Based on what you learned in your US History class last year, why would the Founding Fathers have written the second amendment into the Constitution?- Exit ticket: Explain what Justice David Davis means when he states, “Civil liberty and … martial law cannot endure together…in the conflict, one or the other must perish.” - Exit ticket: Explain the Posner’s point of view when he states in 63-65 “It is true that when we are surprised and hurt, we tend to overreact—but only with the benefit of hindsight can a reaction be separated into its proper and excess layers.” - Unit Test- Homework: Article of the Week |
| 2-3Q4 | Financial Literacy | *Nevada Skills Standards*E9.3-5 E10.2-9 E10.11 E11.1 E11.6 E11.8-9 E12.1 E12.3-4H3.13H3.22 |  C3 Inquiry- What should be done about the gender wage gap? - Claim, evidence, reasoning paragraph  | - Practice writing claims- Practice finding quotes to support claim, and attributing evidence- Practice writing reasoning that connects evidence to the claim- Unit Test- Homework: Article of the Week |