

Hesperia Community Schools

Timeline	HSCE's/ GLCE's and CCSS	Content—the “WHAT” of teaching. Specific themes, units & topics.	Essential Skills: the “Important Details/Essential Questions” you are teaching (How & essential of What)	Content Vocabulary	Assessment: the products & performances of learning	Resources
1 Week	1.2.1	People And Government (Chapter 1)	Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.	State, nation, sovereignty, government, social contract, nation-state, unitary system, federal system, confederacy, constitution, preamble, constitutional law, politics, industrialized nation, developing nation, autocracy, monarchy, oligarchy, democracy, republic, free enterprise, capitalism, economics, free market, laissez- faire, socialism, communism, command economy	Chapter/Unit Tests, Writing Assignments(s)	United States Government - Democracy In Action: Chapter 1
3 Weeks	C2.1.3	Origins of American Government (Chapter 2) The Constitution (Chapter 3) Constitutional Freedoms (Chapter 13)	Explain how the Declaration of Independence, Constitution, and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.	(2) unicameral, embargo, interstate commerce, ordinance, representative government, revenue, limited government, anarchy, separation of powers, extralegal, cede, ratify, (3) supremacy clause, article, checks & balances, judicial review, jurisdiction, popular sovereignty, judicial activism, elastic clause, executive agreement, amendment, veto, eminent domain, federalism, due process of law, separation of powers, treaty, impeach, judicial restraint, expressed powers, enumerated powers, federal system (13) human rights, incorporation, establishment clause, free exercise clause, precedent, pure speech,	Chapter/Unit Tests, Writing Assignment(s)	United States Government - Democracy In Action: Chapters 2, 3, 13

Hesperia Community Schools

				symbolic speech, seditious speech, defamatory speech, slander, libel, prior restraint, sequester, gag order, picketing		
2 Weeks	C3.1.5	The Constitution (Chapter 3) Supreme Court Case Summaries (pgs. 754-768)	Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).	supremacy clause, article, checks & balances, judicial review, jurisdiction, popular sovereignty, judicial activism, elastic clause, executive agreement, amendment, veto, eminent domain, federalism, due process of law, separation of powers, treaty, impeach, judicial restraint, expressed powers, enumerated powers, federal system	Chapter/Unit Tests, Writing Assignment(s)	United States Government - Democracy In Action: Chapter 3, Supreme Court Case Summaries
2 Weeks	C3.2.3	The Constitution (Chapter 3)	Identify specific provisions in the Constitution that limit the power of the federal government.	supremacy clause, article, checks & balances, judicial review, jurisdiction, popular sovereignty, judicial activism, elastic clause, executive agreement, amendment, veto, eminent domain, federalism, due process of law, separation of powers, treaty, impeach, judicial restraint, expressed powers, enumerated powers, federal system	Chapter/Unit Tests, Writing Assignment(s)	United States Government - Democracy In Action: Chapter 3
2 Weeks	C3.5.8	Interest Groups and Public Opinion (Chapter 18) Social and Domestic Policy (Chapter 21)	Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.	(18) Interest group, public-interest group, lobbying, lobbyist, public opinion, mass media, biased sample, representative sample, random sampling, sampling error (21) mixed economy, laissez-faire, monopoly, trust, oligopoly, collective bargaining, injunction, prices supports, social insurance, public assistance, unemployment insurance, urban renewal, public housing, mass transit	Chapter/Unit Tests, Writing Assignment(s)	United States Government - Democracy In Action: Chapters 18, 21, Internet

Hesperia Community Schools

1 Week	C4.1.2	Foreign Policy and Defense (Chapter 22)	Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.	foreign policy, national security, isolationism, internationalism, containment, ambassador, treaty, executive agreement, bipartisan, embassy, consulate, passport, visa, conscription, multilateral treaty, bilateral treaty, sanction	Chapter/Unit Tests, Writing Assignment(s)	United States Government - Democracy In Action: Chapter 22
2 Weeks	C5.3.5	Constitutional Freedoms (Chapter 13)	Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.	human rights, incorporation, establishment clause, free exercise clause, precedent, pure speech, symbolic speech, seditious speech, defamatory speech, slander, libel, prior restraint, sequester, gag order, picketing	Chapter/Unit Tests, Writing Assignment(s)	United States Government - Democracy In Action: Chapter 13

Hesperia Community Schools

Timeline	HSCE's/GLCE's and CCSS	Content—the “WHAT” of teaching. Specific themes, units & topics.	Essential Skills: the “Important Details/Essential Questions” you are teaching (How & essential of What)	Content Vocabulary	Assessment: the products & performances of learning	Resources
2 Weeks	C6.1.5	Interest Groups and Public Opinion (Chapter 18) Social and Domestic Policy (Chapter 21)	Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.	(18) Interest group, public-interest group, lobbying, lobbyist, public opinion, mass media, biased sample, representative sample, random sampling, sampling error (21) mixed economy, laissez-faire, monopoly, trust, oligopoly, collective bargaining, injunction, prices supports, social insurance, public assistance, unemployment insurance, urban renewal, public housing, mass transit	Chapter/Unit Tests, Writing Assignment(s)	United States Government-Democracy In Action: Chapters 18, 21
3 Weeks	C6.2.3	Elections and Voting (Chapter 17) Interest Groups and Public Opinion (Chapter 18)	Describe how, when, and where individuals can participate in the political process at the local, state,	(17) campaign manager, political action committee, suffrage,	Chapter/Unit Tests, Writing Assignment(s)	United States Government-Democracy In Action:

Hesperia Community Schools

		Structure and Function of Local Government (Chapter 24)	and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participants.	grandfather clause, poll tax, straight party ticket, propaganda, (18) Interest group, public-interest group, lobbying, lobbyist, public opinion, mass media, biased sample, representative sample, random sampling, sampling error (24) county, township, municipality, referendum, zoning, metropolitan area, suburbs, real property, personal property, assessment, market value, infrastructure, revitalization		Chapters 17, 18, 24
*					*If time allows, cover Units 2,3,4 (the Branches of Government)	