

Dates	Unit Name	Core Content	Assessment
August	Foundations of American Citizenship	Study of Civics SS-HS-1.11 Foundations of Government SS-HS-1.11 Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals	-Daily Formative Assessments -Test on Topic
September	The Constitution and Bill of Rights	The US Constitution SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good."	-Daily Formative Assessments -Test on Topic
October	The National Government (Legislative, Executive, and Judicial Branches)	The National Government SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme	-Daily Formative Assessments -Test on Topic

		Court acts on behalf of the people as a whole when it interprets the Constitution).	
November	The National Government (Branches of government; federalism and the states)	The National Government SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). SS-HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good."	-Daily Formative Assessments -Test on Topic
December	Voting & Elections; State and Local Governments	Electing Leaders SS-HS-1.3.3 Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). Local Government SS-HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and	-Daily Formative Assessments -Test on Topic -Midterm

		branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).	
January	Scarcity and Economic Systems	<p>Scarcity SS-HS-3.1.1</p> <p>Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices.</p> <p>Economic Systems SS-HS-3.2.1</p> <p>Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security and growth in the modern world.</p>	<p>-Daily Formative Assessments</p> <p>-Test on Topic</p>
February	Supply and Demand	<p>Supply and Demand SS-HS-3.3.1</p> <p>Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences).</p>	<p>-Daily Formative Assessments</p> <p>-Test on Topic</p>

<p>March</p>	<p>The American Economy</p>	<p>American Economic System SS-HS-3.2.3</p> <p>Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return).</p>	<p>-Daily Formative Assessments -Test on Topic</p>
<p>April</p>	<p>Map Skills and Cartographical Studies</p>	<p>Geography and the 5 Themes SS-HS-4.1.1</p> <p>Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface.</p>	<p>-Daily Formative Assessments -Test on Topic</p>
<p>May</p>	<p>National and World Geography</p>	<p>Regions SS-HS-4.2.2</p> <p>Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place.</p> <p>Patterns SS-HS-4.3.1</p> <p>Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p>	<p>-Daily Formative Assessments -Test on Topic -Final</p>