Directions: This template must be used for all other content areas taught and for each course required for graduation, excluding language arts, math and science content areas and courses. For each other content area or course, complete the document below to include all appropriate Strands and Concepts for the course.

Curriculum Planning Document – Social Studies			
Content Area/Grade Level: Social Studies/High School - U.S. Government			
Course Description: The interactive, problem-centered, and inquiry-based units in U.S. Government emphasize the acquisition, mastery, and processing of information. Semester A units include study of the foundations of American government and the American political culture, with units 2 and 3 covering the U.S. constitution, including its roots in Greek and English law, and the various institutions that impact American politics.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Strand 3: Civics/Government			
Concept 1: Foundations of Government **PO 1.** Examine the foundations of democratic representative government: a. Greek direct democracy b. Roman republic **PO 2**. Trace the English roots of American democracy: a. Magna Carta b. English Bill of Rights c. Representative government – Parliament, colonial assemblies, town	The Edmentum LMS (PLATO Courseware) as detailed in the narrative, includes a diverse set of instructional methodologies integrated into each course. These instructional methods include: computer assisted learning systems, virtual classrooms, virtual labs, electronic field trips, electronic mail and messaging, virtual tutoring, online help desk, a wide array of formative assessments and non-computer activities. The common design elements and activities combined with a thorough initial orientation video lecture support a student's quick understanding of the delivery system. This immediate	Mastery for each course will be based on the student meeting the prescribed Performance, Participation, and Progress requirements. The program is designed to foster high expectations for staff and students. The goal for all students is to meet 100% of the expected progress and 100% of the expected weekly participation. The desired performance goal for all students is to attain a score of 100% on all assignments.	Continues Throughout Course

Meetings **PO 3**. Describe the philosophical roots of American Democracy: a. moral and ethical ideals from Judeo-Christian tradition b. John Locke and social contract c. Charles de Montesquieu and separation of powers **PO 4**. Examine the fundamental principles (e.g., equality, natural rights of man, rule of law) in the Declaration of Independence.	understanding enables a student to focus on the content right from the beginning of the first lesson. Each course utilizes a variety of methods and has the flexibility to allow teachers to modify the program to suit individual student learning needs. The Edmentum LMS (PLATO Courseware) enables the teacher to employ numerous educational delivery options for each online course. The ability to modify delivery methods empowers teachers to efficiently and effectively support differentiation of instruction, customized assessments, and supplementation of course material for different learning styles. Providing online students a choice in how they absorb content is considered a key to supporting different learning styles. The primary delivery method for the proposed Fifth Arrow online program's content, is web-based online delivery. Based on needs identified by teacher	The minimum that will be accepted on each assignment and assessment is 70%. *<u>Assessment and Testing</u>* Best practices in assessment and testing call for a variety of activities to evaluate student learning. Multiple data points present a more accurate evaluation of student strengths and needs. Formative and Summative Assessments contained in the web-delivered content, which include authentic learning and objective assessments are used to show mastery: • Unit pretests (typically designed for credit recovery use) • Mastery tests	

	monitoring, formative and summative assessment, or student request, the delivery method can be modified in numerous ways. <u>Flexible deliverability</u> All online materials are printable. The interface and font of the content can be adjusted to minimize the amount of ink used in printing. eNotes: In lieu of paper notes, the students have the option to take eNotes while listening to & interacting with the tutorials or while studying the online readings and content. These notes can be made available at the end of lesson or course assessment at the discretion of the teacher and the individual student. Secure internal messaging system: provides the option for synchronous or asynchronous support of student learning. Teacher online office hours: Teachers provide four hours of online synchronous office hours.	• Lesson Activities • Unit Activities • Online Threaded Discussions • Unit Post-Tests • End-of-Semester Exam <u>Authentic Learning Assessments</u>: Of the assessment tools available in this course, three are designed specifically to address higher-level thinking skills and operations: Lesson activities, unit activities, and discussions. These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills,	

	Additional synchronous time can be requested by students as needed. Phone communication as required. Teachers will have access to phone numbers and refer students and parents to a phone conference as required. Supplemental assignments: The content can be delivered by all lessons or one lesson at a time. Teachers may determine that an alternative assignment that covers the same objective may be appropriate. These alternative assignments will be approved by the administration and delivered electronically to the student. Supplemental resource links: Students may seek out additional information or guidance about a lesson objective by utilizing a personal search engine such as Google. Teachers will also collect and send out additional resource links as the need arises. All links will be submitted for approval by the administrator.	STEM skills, and 21st century skills. The following comments address their use for assessment. • Lesson Activities immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. All Lesson Activities in this course are self-checked by the student; however, it is possible to submit this work for teacher grading on paper, by email, or by creating a drop box activity in	

	Practice exercises: The teacher may assign practice exercises in addition to the online content. The teacher would have the opportunity to weight these additional assignments as part of the lesson performance score, as part of the participation grade, or as extra credit. Any editing or adjustment of the student's score requires a full justification in the notes section at the time the teacher makes the change. Universal access: The content is available at all times and on all days. Students will be able to access their online content as long as they have access to the Internet. Those that seek help from someone that may not have a computer or Internet may print the material and seek help while working on the paper version. Learning Aids: Learning aids within the courseware that are designed to assist students include: • eNotes • Resource Folder • Dictionary	the course learning path. • Unit Activities are similar to Lesson Activities, but more time intensive and require a more integrative understanding of the unit's objectives. Unit activities are teacher graded and submitted through the drop box. These activities allow the instructor to score work on a scale of 0 to 100. A 10-point suggested rubric is provided to both the student and the teacher for this purpose. A minimum	

	• Text to Speech (content reader) • Translator (16 languages) • Scientific Calculator • Math tools (graphing tool, histogram, scatter plot, stem &leaf) Students will be guided to these tools at the time of enrollment, during the video orientation, and as the need is identified by the teacher.	score of 70% is required. • Discussions encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communicatio n skills, and overall facility with the unit concepts. Each unit in this course has one predefined discussion topic. Instructors can customize the course, however, to include	

		additional discussion topics. Online discussions may use whatever rubric the instructor sets. A minimum score of 70% is required. <u>Objective Assessments.</u> There is a specific learning objective associated with each lesson, which is assessed through objective assessments at multiple points during the course: at the end of the specific lesson, at the end of the unit, and at the end of the semester. Additionally, there are optional unit pretests. • Unit pretests are optional multiple-choice assessments, typically	

		designed for credit recovery use. If a student shows mastery of a lesson's objective (70% proficiency), the student will be automatically exempted from that module in the upcoming unit. • Mastery tests at the end of each lesson provide the instructor and the student with clear indicators of areas of strength and weakness. These multiple-choice tests are taken online and contain randomly	

		generated questions. A minimum score of 70% is required and a student may retake the mastery tests as many times as needed to demonstrate at least a 70% proficiency. • Unit posttests help instructors track how well students have mastered the unit's content. The tests are multiple-choice and are provided online. A minimum score of 70% is required. • End-of-semester tests assess the major	

		objectives covered in the course. The End-of-Semester Test will be proctored (required) and a minimum score of 70% is required. Remediation assignment will be provided if a student does not meet the 70% requirement, and then a new End-of-Semester test will be administered. By combining the unit pretest (if applicable) and unit posttest information with the end-of-semester test results, the instructor will gain a clear picture of student progress. The tests are multiple-choice (randomly	

		generated questions) and are provided online. Remediation: Students that attain less than 70% on assignments will be required to complete a remediation assignment and make corrections to the assignments and eNotes. Teachers will work with the student to assist and reteach as needed. Instructional Feedback: Teachers will provide instructional feedback in teacher-graded assignments. Students will email the teacher with confirmation that the teacher's comments and instructional was read and understood. A midterm project is required. (Selected by the Teacher approved by AOI administration)	

		Examples include:
		• Virtual field trip
		• Group or individual service learning activities
		• Video presentation
		• Web portfolio
		• Book Report
		• Research Project
		
		A final research paper is required.
		  • It relates to or enriches course content
		  • Students will have multiple topic options
		  • Students may request an alternate subject (in a timely manner & appropriately)
		  • MLA format is required
		  • Six traits rubric used
		
		<u>Scoring Rubric will vary based on type of activities in each course. Example:</u>	

		• Participation and Progress = 10% • Discussions = 10% • Drop Box (Unit/ Lesson Activities) = 20% • Post Unit Tests = 20% • Midterm Project = 10% • End-of-Semester Test = 20% • Final Research Paper = 10% Total=100% **<u>Curriculum Reports:</u>** Edmentum LMS (PLATO Courseware) provides a wide array of reports that provide useable data concerning mastery of each lesson and assignment. Reports include: • Learner Progress Report by Learner • Learner Progress Report by Class • Learner Daily	

		Usage by Learner • Learner Daily Usage by Class and Assignment • Curriculum Items Response Report • Curriculum Strengths and Needs by Class	
Concept 2: Structure of Government **PO 1.** Analyze why the weak central government and limited powers of the Articles of Confederation demonstrated the need for the Constitution. **PO 2**. Analyze the creation of United States Constitution: a. representative government as developed by the Great Compromise and the Three-Fifths Compromise b. Federalism c. Separation of Powers/Checks and Balances d. Judicial Review			(See above) Continues Throughout Course

e. Amendment Process **PO 3.** Examine the United States federal system of government: a. powers of the national government b. powers of the state governments c. powers of the people **PO 4**. Describe the steps leading to the adoption of the Constitution: a. Federalist and Anti-Federalist positions (e.g., The Federalist Papers) b. Bill of Rights c. Ratification **PO 5**. Analyze the structure, powers, and roles of the legislative branch of the United States government: a. specific powers delegated in Article I of the Constitution b. role of competing factions and development of political parties c. lawmaking process d. different roles of Senate and House e. election process and types of representation f. influence of staff, lobbyists, special interest groups and political action committees			

(PACs) **PO 6.** Analyze the structure, powers, and roles of the executive branch of the United States government: a. specific powers delegated in Article II of the Constitution b. roles and duties of the president c. development and function of the executive branch, including the cabinet and federal bureaucracy d. election of the president through the nomination process, national conventions, and electoral college **PO 7.** Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions: a. specific powers delegated by the Constitution in Article III b. judicial review developed in Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden c. dual court system of state and federal courts **PO 8.** Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution:			

a. direct democracy by initiative, referendum, and recall processes b. election process such as redistricting, (e.g., gerrymandering, clean elections), voter registration, and primaries c. the structure and processes of Arizona's legislature d. the roles of the Governor, Secretary of State, Treasurer, Attorney General, and Superintendent of Public Instruction e. appointment and continuing election of judges. **PO 9.** Analyze the forms, structure, powers and roles of local government: a. county government, boards of supervisors, sheriffs, county attorneys, and others b. mayor, council, city manager, and other city officials c. issues of large urban area governments (e.g., transportation, zoning growth management and funding, urban planning, water and sanitation, pollution, annexation) d. special districts, governance funding and purpose (e.g., school, sanitation, water, fire, library, community college) **PO 10**. Examine the sovereignty of tribal			

governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts). **PO 11.** Identify other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts).			
Concept 3: Functions of Government **PO 1**. Analyze the functions of government as defined in the Preamble to the Constitution. **PO 2.** Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments. a. Constitutional mandates (e.g., the right of habeas corpus, no bill of attainder, and the prohibition of ex post facto laws) b. Fourth, Fifth, Sixth, Seventh, and Eighth Amendments c. protection provided by the Fourteenth Amendment **PO 3**. Examine various sources of government funding: a. federal - income tax, duties, excise taxes, corporate tax b. state - income tax, sales tax	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Discussion Activities Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

c. local - property tax, sales tax **PO 4.** Describe the regulatory functions of government pertaining to consumer protection, environment, health, labor, transportation, and communication. **PO 5.** Describe the factors and processes that determine major domestic policies (e.g., Social Security, education, health care, parks, and environmental protection).			
Concept 4: Rights, Responsibilities, and Roles of Citizenship **PO 1.** Analyze basic individual rights and freedoms guaranteed by Amendments and laws: a. freedom of religion, speech, press, assembly, and petition in the First Amendment b. right to bear arms in the Second Amendment c. Ninth Amendment and guarantee of people's unspecified rights d. civil rights in the Thirteenth and Fourteenth Amendments e. voting rights in the Fifteenth, Nineteenth, Twenty-third, Twenty fourth, and Twenty-sixth Amendments; Native American citizenship and voting rights (Arizona, 1948); Voting Rights Act of 1965	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader)	(See above) Module Mastery Tests Discussion Activities Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course

f. conflicts which occur between rights (e.g., the tensions between the right to a fair trial and freedom of the press, and between majority rule and individual rights) g. right to work laws **PO 2**. Define citizenship according to the Fourteenth Amendment. **PO 3**. Examine the basic political, social responsibilities of citizenship: a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism b. obligations of upholding the Constitution c. obeying the law, serving on juries, paying taxes, voting, and military service d. analyzing public issues, policy making, and evaluating candidates **PO 4.** Demonstrate the skills and knowledge (e.g., group problem solving, public speaking, petitioning and protesting) needed to accomplish public purposes. PO 5. Describe the role and influence of political parties, interest groups, and mass media: a. political perspectives (e.g., liberalism, conservatism, progressivism, libertarianism)	• Translator (16 languages)		

b. influence of interest groups, lobbyists, and PAC's on elections, the political process and policy making c. influence of the mass media on elections, the political process and policy making			
Concept 5: Government Systems of the World **PO 1.** Compare the United States system of politics and government to other systems of the world (e.g., monarchies, dictatorship, theocracy, oligarchy, parliamentary, unitary, proportional elections). **PO 2.** Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy. **PO 3.** Describe world governmental and non-governmental organizations (e.g., the United Nations and its agencies, NATO, the European Union, the International Red Cross).	**(See above)** **All online materials are printable** **Secure internal messaging system** **Teacher's provide online office hours** **Phone communication as required** **Supplemental assignments available** **Supplemental resource links provided** **Tutorials** **Pre-tests** **Universal Access** **Learning Aids** • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages)	(See above) Module Mastery Tests Discussion Activities Dropbox Activities Post Unit Tests End of Semester Test	(See above) Continues Throughout Course