



BLUE VALLEY DISTRICT CURRICULUM & INSTRUCTION  
 Social Studies | Government



**ORGANIZING THEME/TOPIC**

**FOCUS STANDARDS & SKILLS**

<p><b>UNIT 1: ROLE OF GOVERNMENT</b></p> <p><b>Suggested Time Frame:</b> Quarter 1/3</p>	<p><b>To what extent is our daily life influenced by our government?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)</li> <li>The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>How does the U.S. Constitution compare to other national constitutions?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> </ul> <p><b>How do different forms of governments compare (e.g. organization, rights of citizens, creation of laws/policies, etc.)</b></p> <ul style="list-style-type: none"> <li>The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> </ul> <p><b>How have systems of government evolved over time?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul> <p><b>Why is government necessary; what is the purpose of government?</b></p> <ul style="list-style-type: none"> <li>The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> <li>The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul>
<p><b>UNIT 2: PRINCIPLES &amp; FOUNDATIONS OF THE U.S. CONSTITUTION</b></p> <p><b>Suggested Time Frame:</b> Quarter 1/3</p>	<p><b>To what extent did the colonial experience under the British and their knowledge of British heritage influence the Founders?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> </ul> <p><b>To what extent did the Enlightenment thinkers influence American democracy?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> </ul> <p><b>To what extent did the Declaration of Independence contribute to the development of American democratic ideals?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> <li>The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> </ul>

	<p><b>What were the major controversies during the Constitutional Convention?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> <li>• The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> </ul> <p><b>How were the issues involved in the ratification debate resolved?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul>
<p><b>UNIT 3: INSTITUTIONS OF THE NATIONAL GOVERNMENT</b></p> <p><b>Suggested Time Frame:</b> Quarter 1/3</p>	<p><b>How do the three branches of government compare?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> <li>• The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul> <p><b>How is policy (i.e. law) formed?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)</li> <li>• The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)</li> </ul> <p><b>How has the scope of government changed and how has the role of each branch reflected those changes?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul> <p><b>To what extent does each branch of government help citizens to gain rights, privileges, and equal protection?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> <li>• The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)</li> </ul>
<p><b>UNIT 4: FEDERALISM/STATE &amp; LOCAL GOVERNMENT</b></p> <p><b>Suggested Time Frame:</b> Quarter 1/3</p>	<p><b>Why did James Madison and the Framers create a federal system?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> </ul> <p><b>To what extent does federalism, the separation of powers, and checks and balances limit the government?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> <li>• The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> </ul> <p><b>To what extent has federalism changed over time?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul>

	<p><b>How does federalism influence how state and local governments operate?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4)</li> <li>• The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> </ul> <p><b>In what ways are state and local governments impacted by outside influences?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>How do state governments interact with each other?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>How does a community's diversity affect state and local governments?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> </ul>
<p><b>UNIT 5: POLITICS, INTEREST GROUPS, &amp; MEDIA</b></p> <p><b>Suggested Time Frame:</b> Quarter 2/4</p>	<p><b>How does society influence political socialization?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> </ul> <p><b>To what extent do interest groups, political parties, and the media impact voters?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)</li> </ul> <p><b>To what extent do demographic factors shape our political values?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>To what extent has the media's influence on government and politics changed over time?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3)</li> </ul> <p><b>In what ways do outside forces affect political campaigns?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul>
<p><b>UNIT 6: DOMESTIC &amp; FOREIGN POLICY</b></p> <p><b>Suggested Time Frame:</b> Quarter 2/4</p>	<p><b>How do nations resolve domestic and foreign conflicts?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>In what ways do the rights and responsibilities of American citizenship influence domestic and foreign policy?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> </ul>

	<p><b>To what extent do “American values” influence domestic and foreign policies?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)</li> </ul> <p><b>How has globalization affected U.S. domestic and foreign policy?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)</li> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul> <p><b>How does social, economic, and cultural policy influence domestic and international relations?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>How has the role of the United States in global affairs changed over time?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3)</li> </ul>
<p><b>UNIT 7: CIVIL LIBERTIES &amp; CIVIL RIGHTS IN AMERICAN DEMOCRACY</b></p> <p><b>Suggested Time Frame:</b> Quarter 2/4</p>	<p><b>Under what circumstances, if any, can one justify acts of civil disobedience; why?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> <li>• The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> </ul> <p><b>What is the responsibility of the Supreme Court in determining civil liberties and civil rights and how is that responsibility fulfilled?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> <li>• The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> <li>• The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> </ul> <p><b>How does the Constitution safeguard due process rights?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)</li> <li>• The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> </ul> <p><b>To what extent have civil rights and civil liberties been expanded or limited over time?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul> <p><b>To what extent has the idea, “All men are created equal,” changed over time?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul>

	<p><b>How has the Constitution been formally and informally changed to expand civil liberties and civil rights?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)</li> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul>
<p><b>UNIT 8: ROLE OF CITIZEN</b></p> <p><b>Suggested Time Frame:</b> Quarter 2/4</p>	<p><b>How are citizens affected by state and local governments?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)</li> <li>• The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> </ul> <p><b>How can citizens actively participate in their local and state governments; how can I actively participate in my local and state government?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> <li>• The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)</li> </ul> <p><b>What are the roles and responsibilities of citizenship; how do these roles and responsibilities change over time, and why should these roles and responsibilities be fulfilled?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)</li> <li>• The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)</li> <li>• The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul>