**Us Government and Civics Instructional Map and Pacing Guide**

**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across content areas. Destination 2025 and the CLIP establish common goals and expectations for student learning across schools and are the underpinning for the development of the Social Studies curriculum maps.

Designed with the teacher in mind, the Social Studies curriculum maps focus on integrating literacy skills and strategies with content standards. This map presents a framework for organizing instruction around the TN State Standards (CCRA) so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and this map provides guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the Social Studies Curriculum guides. Educators will use this guide and the standards as a road map for curriculum and instruction. Carefully crafted curricu­lar sequences and quality instructional resources enable teachers to devote more time and energy in delivering instruction and assessing the effectiveness of instruction for all learners in their classrooms, including those with special learning needs.

**How to Use the Social Studies Curriculum Maps**  
Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, it is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies. Students must employ essential literacy strategies that explicitly demonstrate the application of reading, writing, and thinking strategies to support learning in social studies.

The integration of literacy and social studies is critical for student success. This curriculum map is designed to help teachers make effective decisions about what Social Studies content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment the with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

(1) Regular practice with complex text and its academic language.

1. Reading, writing, and speaking grounded in evidence from text, both literary and informational.
2. Building knowledge through content-rich nonfiction.

Throughout this curriculum map, you will see high-quality texts that students should be reading, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

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| **The TNCore Literacy Standards** | |
| The TNCore Literacy Standards (also known as the College and Career Ready Literacy Standards):  <http://www.tncore.org/english_language_arts.aspx> | Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** | |
| Student Achievement Partners Text Complexity Collection:  <http://achievethecore.org/page/642/text-complexity-collection> | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection. |
| Student Achievement Partners Academic Work Finder: <http://achievethecore.org/page/1027/academic-word-finder> | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** | |
| Student Achievement Partners Text-Dependent Questions Resources:  <http://achievethecore.org/page/710/text-dependent-question-resources> | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** | |
| Student Achievement Partners Text Set Projects Sequenced:  <http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction> | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |

**Introduction**

Our 2015-2016 Social Studies instructional maps have some new features we would like to share with you, as well as point out some information that will better help you utilize this resource.

* Each map is divided into three columns: (1) TN State Social Studies Standards, (2) Guiding Questions & Vocabulary, (3) Instructional Activities & Resources
* Each standard has a “Content Strand Code.” The codes are as follows: C – Culture, E – Economics, G – Geography, H – History, P – Government, Civics, and Politics, and TN – Tennessee Connection
* In support of the Comprehensive Literacy Improvement Plan (CLIP), each instructional map has English Language Arts (ELA) standards imbedded in the Activities/Instructional Resources column), as well as sample integrated ELA lesson plans.
* A comprehensive list of the Tennessee State Social Studies standards can be found at: <http://tn.gov/education/standards/social_studies.shtml>

**Important Details**

* Each framework is divided into the units as set forth by the state. The full state
* document can be found at this site:
* http://www.tn.gov/assets/entities/education/attachments/std\_ss\_economics.pdf
* On the opening page of each unit there is a suggested time frame for instruction on the unit.
* Each unit consists of several sections: State Standards, Guiding Questions, Vocabulary, Suggested Activities, Resources, Additional Supporting Texts and Documents and Assessment.
* If hyperlinks in this document are not active due to digital translation issues the user should copy and paste the link into the address bar of a web browser to access the material.
* This framework is referenced to the Ma*gruder's American Government And Civics TN* textbook and page numbers and other textbook references will correspond.

*WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards.* *By referencing the provided MPIs and those MPIs within the given links, teachers have access to “I can” statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.*

WIDA Can Do Name charts may be located here:  <http://shelbycountyesl.weebly.com/wida.html> (password: SCS-ESL) -

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| **WIDA**  <https://www.wida.us/standards/ELP_standardlookup.aspx>  **Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.** |

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| Example: Speaking |  |  |  |  |
| **Entering:**  Locate and show places on maps or globes (e.g., Here is Delaware.) in L1 or L2 with a partner | **Beginning:**  Define locations of places on maps or globes (e.g., using relational language Wisconsin is between Minnesota and Michigan.) in L1 or L2 with a partner | **Developing:**  Detail locations of places on maps or globes (e.g., using descriptive language) with a partner | **Expanding:**  Give directions from one place/location to another on maps or globes (e.g., using sequential language) to a partner | **Bridging:**  Give explanations for places/locations on maps or globes (e.g., I know this city is the capital because there is a star.) |

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| **Us Government and Civics Pacing Guide** | | | | |
| Quarter 1 1st reporting period |  | | | Quarter 1 2nd reporting period |
| Principles of United States Government  Branches of Government | 2.5wks  1.5wks | | 3 days  1.5 wks  2 wks  1 wk | Influence of the Media  The Rights and Responsibilities of Citizens  Fundamentals of a Free Society  Civil rights |
| Quarter 2 1st reporting period - |  | | | Quarter 2 2nd reporting period - |
| The Supreme Court and the Constitution  Elections and the Political Process | 2wks  2wks | 1 wk  1.5 wks  2 wks | | Civil rights  The Federal Government and the Economy  Tennessee State and Local Government |

\* Please note that these time frames are suggested/estimated times. Actual class instruction may vary due to schedule complications, remediation efforts or other factors.

| **Instructional Map** | |  | | **US Government and Civics** |
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| **TN State Social Studies Standards** | **Guiding Questions &**  **Vocabulary** | | **Instructional Activities & Resources** | |
| **Influence of the Media**  **(3 days)**  **Chapter8**  *Students evaluate the influence of the media on American political life.*  **Week: 10** | | | | |
| GC.32 Cite textual evidence to defend a point of view about the meaning and importance of a free and responsible press. (P)  GC.33 Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics. (P)  GC.34 Explain how public officials use the media to communicate with the citizenry and to shape public opinion. (P) | What is the role of the free press in a democracy?  Why is the free press a fundamental right?  What is the role of media in forming public opinion?  How is public opinion measured?  How has the increased availability of mass media changed the daily functions of government?  **VOCABULARY**  **Tier 2**  **identify, explain, demonstrate, describe, analyze, develop, cite, compare, contrast, summarize, trace, research**  **Tier 3**  **public affairs, public opinion, mass media, peer group, opinion leader, mandate, interest group, public opinion poll, straw vote, public agenda, sound bite, random sample** | | **SUGGESTED ACTIVITIES**  1. Students will complete the iCivics—The Role of Media module.  2. Students watch Future Fright: Losing the Bill of Rights and analyze how our country would be different without freedom of the press.  3. Students will chart news organizations by group – print, television, radio, internet, etc…, and assign their leanings as liberal, moderate or conservative.  4. Document Based Assessment: “the impact of television on political events” P 239  5. Chapter 8 section assessments and chapter assessment  **RESOURCES**  Visual Media influence P 234  <https://www.icivics.org/teachers/lesson-plans/role-media>  <http://www.wired.com/2011/06/internet-a-human-right/>  Future Fright <http://streaming.discoveryeducation.com/videos/23576/4FCCBCCD-AC6E-464A-C2F995499AC85F03.pdf>  **ASSESSMENT**  Why did our founding fathers include freedom of the press in the 1st amendment? Is freedom of the press still necessary? What would be different about the United States without freedom of the press?  **The research satisfies CCR Grade 11-12 RH 1, 2.** | |
| **Topic: The Rights and Responsibilities of Citizens**  *Students evaluate the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.*  **(1.5 weeks)**  **Chapter 3**  **Weeks: 11-12** | | | | |
| **GC.35** Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom  of religion, speech, press, assembly, petition, and privacy).  **GC. 36** Explain how economic rights are secured and their importance to the individual and to society, including the right to acquire, use, transfer, and dispose of property; right to choose one’s work; the purpose of labor unions; copyrights and patents.  **GC.37** Describe the individual’s legal obligations to obey the law, serve as a juror, and pay taxes.  **GC.38** Connect insights gained from appropriate informational text to describe the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.  **GC.39** Describe the reciprocity between rights and obligations and how enjoying rights means fulfilling certain obligations and respecting the rights of others.  **GC.40** Explain how one becomes a citizen of the United States, including the process of naturalization. | What rights does the U.S. Constitution guarantee to citizens?  What limits on government exist to secure the rights of citizens?  How do the three branches of government each protect the rights of citizens?  What are the obligations and responsibilities of a citizen?  How have the responsibilities of citizenship changed in the modern era?  How is the balance between meeting obligations and respecting the rights of others achieved in American society?  What is the citizenship process in the United States?  **VOCABULARY**  **Tier 2**  **identify, explain, demonstrate, describe, analyze, develop, cite, compare, contrast, summarize, trace, research**  **Tier 3**  **Bill of Rights, voting, petition, assemble, lobby, civil liberties, citizenship, naturalization, Magna Carta, John Locke, rule of law, constitution, civil disobedience, alien, civil responsibility** | | **SUGGESTED ACTIVITIES**  1. Students will view Future Fright: Losing the Bill of Rights and complete the viewing guide graphic organizer.  2. iCivics – “Do I Have A Right?” game  3. Students will rate which rights are most important to them from the Bill of Rights.  4. Students will learn a mnemonic about the Bill of Rights.  5. Students will examine the responsibilities of a citizen from the U.S. Citizenship Test for Naturalization.  Citizenship 101: P19, 84, 141, 169, 227, 272, 389, 472, 568, 631, 731  Complete Chapter 3 assessments, and the Document based Assessment  **RESOURCES**  **Constitution: PC1-C23**  **Graphic:** The 27 Amendments p 80-81, Duties and responsibility of citizenship P 23  **Video:** *Future Fright: Losing the Bill of Rights* (24 minutes)  \*Available on VHS video through PPS Multimedia library or digitally through Discovery Education <http://streaming.discoveryeducation.com/>  Future Fright <http://streaming.discoveryeducation.com/videos/23576/4FCCBCCD-AC6E-464A-C2F995499AC85F03.pdf>  Future Fright Graphic Organizer and viewing guide <http://www.slideshare.net/bkind2animals/future-fright-losing-the-bill-of-rights-viewing-guide>  RESOURCES  Future Fright <http://streaming.discoveryeducation.com/videos/23576/4FCCBCCD-AC6E-464A-C2F995499AC85F03.pdf>  Future Fright Graphic Organizer and viewing guide <http://www.slideshare.net/bkind2animals/future-fright-losing-the-bill-of-rights-viewing-guide>  <https://www.icivics.org/node/42/resource>  <https://www.icivics.org/teachers/lesson-plans/youve-got-rights>  Bill of Rights Mnemonic <https://www.dropbox.com/s/t9j8tv72vroq8wg/Bill%20of%20Rights%20Presentation.pptx>  Naturalization Test <https://www.dropbox.com/s/rztinu1hkwdkal7/naturalization%20final%20exam.doc>  <https://www.icivics.org/teachers/lesson-plans/youve-got-rights>  Bill of Rights Mnemonic <https://www.dropbox.com/s/t9j8tv72vroq8wg/Bill%20of%20Rights%20Presentation.pptx>  Naturalization Test <https://www.dropbox.com/s/rztinu1hkwdkal7/naturalization%20final%20exam.doc> | |
| **Fundamentals of a Free Society**  *Students evaluate the fundamental values and principles of civil society, their interdependence, and the meaning and importance of those values and principles for a free society.*  **(2 weeks)**  **Chapters 1, 20, 22**  **Weeks: 11-13** | | | | |
| **GC.41** Summarize the central ideas of iconic primary documents to identify the fundamental values and principles of a free society and  evaluate their meaning and importance, including the writings and speeches of Thomas Jefferson, Abraham Lincoln, Franklin Roosevelt, John  Kennedy, and Ronald Reagan.  **GC.42** Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political  purposes.  **GC.43** Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on  government in ways other than voting and elections.  **GC.44** Examine the historical role of religion and religious diversity and their impact on society.  **GC. 45** Compare and contrast the relationship of government and civil society in constitutional democracies to the relationship of government  and civil society in authoritarian and totalitarian regimes. | **GUIDING QUESTIONS**  What are the basic principles of American democracy?  How have the principles of American democracy expanded through history?  Why is freedom of assembly a fundamental right of U.S. citizenship?  How is the balance between separation of church and state and freedom of religion achieved?  How is the relationship between democracies and religious groups different than the relationship between other forms of government and  religions?  Why is freedom of religions protected by the Constitution?  What is the establishment clause?  **VOCABULARY**  **Tier 2**  **identify, explain, demonstrate, describe, analyze, develop, cite, compare, contrast, summarize, trace, research**  **Tier 3**  **Lobby, political action committee, freedom of religion, pefect freedom, dictatorship, fascism, communism, protest, rule of law, republic, justice, democracy, petition, special interest group** | | **SUGGESTED ACTIVITIES**  1. Students will read excerpts from the Declaration of Independence, the Gettysburg Address, Four Freedoms Speech, Kennedy’s  Inaugural Address 1961, Ronald Reagan’s 1964 speech, “A Time for Choosing.” Students will complete a graphic organizer about  the principal arguments of those speeches and documents.  2. Students will define “civil society” and chart the characteristics of a civil society.  3. Students will research current and historic events relating to religious freedom, and will evaluate the merits of the cases.  Chapter 1, 20, and 22 assessments and document based assessments  **RESOURCES**  Declaration of Independence <http://teachingamericanhistory.org/library/document/declaration-of-independence/>  Gettysburg Address <http://teachingamericanhistory.org/library/document/gettysburg-address/>  Four Freedoms Speech <http://www.fdrlibrary.marist.edu/pdfs/fftext.pdf>  Audio of Four Freedoms Speech <http://www.fdrlibrary.marist.edu/ffaudioclip.mp3>  Kennedy’s Inaugural Speech <http://www.ourdocuments.gov/doc.php?flash=true&doc=91>  A Time for Choosing Speech <http://teachingamericanhistory.org/library/document/a-time-for-choosing/>  **ASSESSMENT**  What is a free society? Using textual evidence from Jefferson, Lincoln, Roosevelt, Kennedy, and Reagan, explain how a free society is formed and how it is maintained. What is the citizen’s role in a free society? **The research satisfies CCR Grade 11-12 RH 1, 2, W 1, 2.** | |
| **Civil rights**  *Students analyze the development and evolution of civil rights for women and minorities and how these advances were made possible by expanding rights under the Constitution.*  **Weeks: 13-15** | | | | |
| **GC.46** Describe the Civil Rights Movement and analyze resulting legislation and legal precedents.  **GC.47** Describe the women’s rights movement and analyze resulting legislation and legal precedents.  **GC.48** Identify legislation and legal precedents that established rights for the disabled, Hispanics, American Indians, Asians, and other  minority groups, including the tensions between protected categories (e.g., race, women, veterans) and non-protected ones (United States v.  Carolene Products, Adarand Constructors v. Pena). | **GUIDING QUESTIONS**  What is the history of voting rights in this country?  What constitutional restrictions exist to restrict the states’ power to set voting qualifications?  What are the qualifications for voting?  What tactics were used to deny African-Americans and women the right to vote?  What were the effects of the Voting Rights Act of 1965?  How did the right to an education change during the Civil Rights movement?  What laws have established rights for all citizens?  What legal precedents have established rights for all citizens?  **VOCABULARY**  **Tier 2**  **identify, explain, demonstrate, describe, analyze, develop, cite, compare, contrast, summarize, trace, research**  **Tier 3**  **Voting Rights, civilrights, suffrage, voting rights acts, desegregation, affirmative action, quota, ADA, voting qualifications, felony, clemency, literacy test, grandfather clause, spate but equal, equal rights** | | **SUGGESTED ACTIVITIES**  1. Students will take the sample Literacy Test for voting from Louisiana and then reflect on and discuss the results.  2. Students will read excerpts from Seneca Falls Declaration of Sentiments and Resolution 1848, “I Have a Dream” speech, and *Letter from a Birmingham Jail* and write a reflection about the importance of voting rights.  3. Congress Protects the Right to Vote Lesson Plan from National Archives  4. iCivics - Civil Rights  5. iCivics - Voting Rights  6. Students will create a timeline of suffrage in the United States.  7. Students will research the history of suffrage in Tennessee from beginning to voter identification law controversies in recent years.  8. Students will identify a group who does not have sufficient civil rights and protections today and make a presentation on why and how that can and should be changed.  **RESOURCES**  Lesson Module on Taxation from iCivics.org-- <https://www.icivics.org/teachers/lesson-plans/taxation>  1040 Tax Form--http://www.irs.gov/pub/irs-pdf/f1040.pdf  U.S. Constitution--<http://www.archives.gov/exhibits/charters/constitution_transcript.html>  Federal Budget Simulation--<http://www.federalbudgetchallenge.org/pages/overview>  Lesson Module on Government and the Market from icivics.org-<https://www.icivics.org/curriculum/government-market>  **ASSESSMENT**  Create a mock federal budget, including taxation and borrowing implications, and defend the expenditures with a short paper about the pros and cons of the budget.  **The research satisfies CCR Grade 11-12 RH 1, 2.** | |
| **The Federal Government and the Economy**  *Students analyze the influence of the federal government on the American economy.*  *Chapter 16*  **Weeks: 15-16** | | | | |
| **GC.49** Explain how the role of government in a mixed economy includes providing for national defense, addressing environmental concerns,  defining and enforcing property rights, attempting to make markets more competitive, and protecting consumer rights.  **GC.50** Explain the aims of government fiscal policies (taxation, borrowing, and spending) and their influence on production, employment, and  price levels.  **GC.51** Describe how the government responds to perceived social needs by providing public goods and services.  **GC.52** Explain major revenue and expenditure categories and their respective proportions in the budgets of the federal government.  **GC.53** Describe how federal tax and spending policies affect the national budget and the national debt. | **GUIDING QUESTIONS**  Why do state and local governments have an important role in providing services?  Why does the Constitution give Congress the power to tax?  What are the most significant types of taxes collected today?  What are the similarities and differences of progressive and regressive tax structures?  What are the key elements of federal spending?  How does the government raise funds at the national, state, and local levels?  What sources exist for federal revenue outside of taxes?  What powers of taxation and revenue generation does the state of Tennessee’s constitution grant to the state legislator?  **VOCABULARY**  **Tier 2**  **identify, explain, demonstrate, describe, analyze, develop, cite, compare, contrast, summarize, trace, research**  **Tier 3**  **Taxation, income tax, property tax, social security, welfare, food stamps, agricultural subsidy, progressive tax, flat tax, reressive tax, fiscal policy, FED, monetary policy, national budget, national debt, budget deficit, budget surplus, state and local services, WIC, income redistribution, public good, mixed economy** | | **SUGGESTED ACTIVITIES**  1. Students will classify different forms of taxation using a flowchart. (See iCivics module below.)  2. Students will research how federal revenue is divided, and write a critique of the expenditures.  3. Students will fill out a sample tax return.  4. Students will write a short analysis of the constitutional provisions for taxation.  5. As a group or individuals, students will simulate the federal budget using an online simulation, and analyze the results.  6. Students will make a list of all taxes a citizen of Tennessee pays for or is responsible for. How does that differ from MS or AR?  7. Chaptwr16 assessments 1-4  8. Document Bases Assessment “Addressing the rising cost of healthcare” P 479  **RESOURCES**  Seneca Falls Declaration of Sentiments and Resolution, 1848 <http://ecssba.rutgers.edu/docs/seneca.html>  “I Have a Dream” <http://www.archives.gov/press/exhibits/dream-speech.pdf>  *Letter from a Birmingham Jail* <http://teachingamericanhistory.org/library/document/letter-from-birmingham-city-jail-excerpts/>  iCivics Civil Rights Unit <https://www.icivics.org/curriculum/civil-rights>  iCivics Voting Rights <https://www.icivics.org/teachers/lesson-plans/voting-right>  Sample Literacy test from Louisiana from early 1960s <https://www.dropbox.com/s/zurggv2s8bc056b/la-littest-orig.pdf>  Timeline: History of the Voting Rights Act <https://www.aclu.org/timeline-history-voting-rights-act>  History.com Voting Rights Act <http://www.history.com/topics/black-history/voting-rights-act>  Tennessee Voting Requirements <http://www.tn.gov/sos/election/photoID.htm>  Department of Justice <http://www.justice.gov/crt/about/vot/intro/intro_b.php>  Congress Protects The Right to Vote Lesson Plan <http://www.archives.gov/legislative/resources/education/voting-rights/>  <http://www.history.com/this-day-in-history/seneca-falls-convention-begins>  **ASSESSMENT**  Citing textual evidence from sources read in this unit, evaluate one of the following statements:  Voting rights are no longer in danger for any group.  Voting is an important part of democracy.  My vote doesn’t matter. **The research satisfies CCR Grade 11-12 RH 1, 2.** | |
| **Tennessee State and Local Government**  *Students identify and explain the structure and functions of government at the state and local levels in Tennessee*  *Pages TN 33-TN 45*  **Weeks: 17-18** | | | | |
| **GC.54** Identify and describe the provisions of the Tennessee Constitution that define and distribute powers and authority of the state  government.  **GC.55** Provide examples of the principles of federalism, separation of powers, checks and balances, and popular sovereignty in the  government of the state of Tennessee and the balance between the grand divisions within the state.  **GC.56** Explain the hierarchy and functions of the Tennessee court system, including the distinction between Chancery and circuit courts  and identify the current chief justice of the state supreme court.  **GC.57** Summarize the functions of departments or agencies of the executive branch in the state of Tennessee.  **GC.58** Compare and contrast the legal, fiscal, and operational relationship between state and local governments in Tennessee.  **GC.59** Explain the differences among the types of local governments in Tennessee, including county government, city government, and metro  government.  **GC.60** Describe how citizens can monitor and influence local and state government as individuals and members of interest groups.  **GC.61** Write an opinion piece with supporting details regarding the specific ways individuals can best serve their communities and participate  responsibly in civil society and the political process at local, state, and national levels of government.  **GC.62** Identify current representatives (per the student’s respective district) in the Tennessee General Assembly and research their past and  current proposed legislation that has significantly impacted the lives of Tennesseans.  **GC.63** Identify the current governor of Tennessee and examine his/her platform for improving the quality of life in Tennessee.  **GC.64** Working with other students, identify a significant public policy issue in your community, gather information about that issue, fairly  evaluate the various points of view of competing interests, examine ways of participating in the decision making process about the issue, and  write a position paper or make a presentation on how the issue should be resolved. | **GUIDING QUESTIONS**  What similarities and differences exist between the National Government and Tennessee State Government activities?  What are the powers of the three branches of Tennessee Government?  What are the similarities and differences between state government and local government in Tennessee?  What are the rights and responsibilities of citizens in Tennessee?  How can citizens’ voices be productively expressed in Tennessee government?  Who represents Tennessee in state and local government?  *.* **VOCABULARY**  **Tier 2**  **identify, explain, demonstrate, describe, analyze, develop, cite, compare, contrast, summarize, trace, research**  **Tier 3**  **Governor, national guard, state government, county government, metro government, chancery court, circuit court, supreme court, chief justice, legal relationship, fiscal relationship, operational relationship, federalism, checks and balances, separation of power, popular sovereignty, grand divisions, Tennessee Constitution, citizen participation, governor, representatives, general assembly** | | 1. Students will take the sample Literacy Test for voting from Louisiana and then reflect on and discuss the results.  2. Students will read excerpts from Seneca Falls Declaration of Sentiments and Resolution 1848, “I Have a Dream” speech, and *Letter*  *from a Birmingham Jail* and write a reflection about the importance of voting rights.  3. Congress Protects the Right to Vote Lesson Plan from National Archives  4. iCivics - Civil Rights  5. iCivics - Voting Rights  6. Students will create a timeline of suffrage in the United States.  7. Students will research the history of suffrage in Tennessee from beginning to voter identification law controversies in recent years.  8. Students will identify a group who does not have sufficient civil rights and protections today and make a presentation on why and how that can and should be changed.  9.) students will read each assessment between TN33 and TN 45 and complete the associated assessments. Each assessment contains a common core writing assessment.  **RESOURCES**  Tennessee State Constitution--<http://www.tennessee.gov/sos/bluebook/07-08/47-Constitution,%20Tennessee.pdf>  What Government does in Tennessee--<www.sitemason.com/files/k0mvfO/tngovernment.pdf>  Functions of Tennessee Government--<http://www.tnhistoryforkids.org/civics/i>  Database of Local, State, and National Representatives--<http://votesmart.org/>  Information on Tennessee Government Services--<http://www.tn.gov/>  Venn Diagram Generator--<www.classtools.net/education-games-php/venn_intro>  Flowchart Generator--<www.gliffy.com>  iCivics state and local government- <https://www.icivics.org/curriculum/state-and-local-government>  **ASSESSMENT**  Write an essay about how all three branches of Tennessee government work together to provide services and bring resolutions to issues.  **The research satisfies CCR Grade 11-12 RH 1, 2.** | |