



Essential Outcomes Chart: What is it we expect students to learn?

Grade:	12	Subject:	Government/Economics	Semester	Fall 2018	Team Members:	Chris Manning Andre Horace	Dino Wilson	
Standard/skills Description			Example Rigor		Prerequisite Skills		Common Assessment	When Taught?	Extension Standards
What is the essential standard/skills to be learned? Describe in student-friendly vocabulary.			What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard/skills?		What assessments will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
Analyzing documents: (Articles of Confederation, Magna Carta, Dec of Independence, Federalist Papers, Bill of Rights) <ul style="list-style-type: none"> - SWBAT compare and contrast various governmental systems - SWBAT identify and evaluate laws and rights of various governmental systems 			Students will create clusters of countries that believe in the same governmental system and be able to convince people that the governmental system is the best for them. Students will also be able to make an argument why it is not the best government for people.		<ul style="list-style-type: none"> - Vocabulary - Primary and Secondary Sources - Bias 		Compare and contrast the US and other countries governmental systems using a graphic organizer	Assessment by September 7, 2018	Evaluate and give suggestions to improve governmental systems.

Mission: Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post-secondary opportunities.

Vision: Thomas Alva Edison High School will be a locally and nationally renowned learning environment where students, staff, parents and community members collaborate to ensure that all students are college and career ready.



<p>SWBAT integrate information from diverse sources, both primary and secondary, into a understanding of an idea or event, noting discrepancies among sources.</p> <p>SWBAT research and analyze an issue the country using the ACAPS model, create a bill and work in groups to pass a bill through the congressional system.</p>	<p>Students will use reliable articles and correctly identify the viewpoints.</p> <p>Students will research an issue and create a bill they will work together to get the bill through the congressional process to get the bill passed into law.</p>	<ul style="list-style-type: none"> - Identifying essential information in a text - Marking the text - Summarizing - Understanding opposing viewpoints - Research using the ACAPS model 	<p>Identify and explain how a bill becomes a law</p>	<p>October 4, 2018</p>	<p>Students will move on to writing a paragraph using a citation from an article</p>
<p><u>Analyzing oral presentation on political issues/concerns</u></p> <p>SWBAT - Integrate and evaluate multiple sources of information presented in diverse public policy and (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problems in U.S. government.</p>	<p>Students will debate key political and government public policy as well as summarize their viewpoints on a particular public legislation. Students will also cite primary and secondary sources to resolve decision-making process for the Presidential election.</p>	<ul style="list-style-type: none"> - Summarizing - Understanding opposing viewpoints and willing to debate the political issues. - Correct citation usage(ACAPS) 	<p>Cited summaries of each candidate's view on a particular issue.</p>	<p>November 16, 2018</p>	<p>Students will support their own positions on political issues and develop decision-making skills for Presidential election process.</p>

Mission: Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post-secondary opportunities.

Vision: Thomas Alva Edison High School will be a locally and nationally renowned learning environment where students, staff, parents and community members collaborate to ensure that all students are college and career ready.



SWBAT - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to political issues.

Citing evidence

- SWBAT use 3 part source integration
- SWBAT use strong evidence to refute a counter argument
- SWBAT determine a candidate's bias

Using given information by presenters students will form an opinion of a given topic. Based on their opinion they will use the information provided that support that and identify the candidate's stance on the political issues. They will then use three part source integration to address the candidate's presentation. Students will also find strong evidence from the opposing side and disprove that argument

- 3 part source integration
- Identifying counter arguments

Using given information presented students will form an opinion of a given topic. Based on their opinion they will use the information that support that and identify the author's stance. They will then use three part source integration to address the candidate's stance. Students will also find strong evidence from the opposing side and disprove that argument.

Mission: Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post-secondary opportunities.

Vision: Thomas Alva Edison High School will be a locally and nationally renowned learning environment where students, staff, parents and community members collaborate to ensure that all students are college and career ready.



<p><u>Speaking/ Listening</u></p> <ul style="list-style-type: none"> - SWBAT fully participate in a structured academic discussion 	<p>Students will use strong evidence to form an opinion or further their knowledge of a text in either a Hot Seat debate or a Socratic Seminar.</p>	<p>-Academic language</p>			
<p>SWBAT analyze Supreme Court case decisions made determine how that case affects student's lives.</p>	<p>Student will choose any two Supreme Court Cases and explain their tendencies to classmates.</p>	<ul style="list-style-type: none"> - Identifying essential information in a text - Marking the text - Summarizing - Understanding opposing viewpoints - Taking a position on an issue 	<p>Students will evaluate the effectiveness of the presentation.</p>	<p>December 21, 2018</p>	<p>We will apply their ability to identify and evaluate for assignment</p>

Mission: Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post-secondary opportunities.

Vision: Thomas Alva Edison High School will be a locally and nationally renowned learning environment where students, staff, parents and community members collaborate to ensure that all students are college and career ready.