



# Zanesville City Schools

## Social Studies

### Focus of Work

Course Title: \_\_\_\_\_ US Government \_\_\_\_\_ Grade Level: 12 \_\_\_\_\_

Instructor: \_\_\_\_\_ Todd Riley \_\_\_\_\_

### Quarter 1

<u>Unit Title</u>	<u>Unit Description</u>	<u>Unit Duration</u>
<p><b>1.</b></p> <p><b><u>Basic Principles of the constitution</u></b></p>	<p>Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.</p> <p><b><u>Standards:</u></b></p> <p>5. As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.</p> <p>6. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.</p> <p><b><u>Content Literacy Standards</u></b></p> <ol style="list-style-type: none"> <li>1. (RH)Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole</li> <li>2. (RH)Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li> <li>9. (WH) Draw evidence from informational texts to support analysis, reflection, and research</li> </ol>	<p><b><u>15-20 days</u></b></p>



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<p><b>2.</b> <b><u>Structure and function of the federal government</u></b></p>	<p>Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws</p> <p><b><u>Standards:</u></b></p> <p>7. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.</p> <p>8. The political process creates a dynamic interaction among the three branches of government in addressing current issues</p> <p><b><u>Content Literacy Standards:</u></b></p> <p>7. (RH) Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>4. (RH) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p>1. (WH) Write informative/explanatory texts, including the narration of historical events. (B) Develop the topic thoroughly by selective the most significant and relevant facts.</p>	<p><b><u>15-20 days</u></b></p>
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<p><b>3.</b></p> <p><b><u>The Role of the people</u></b></p>	<p>The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process</p>	<p><b><u>15-20 days</u></b></p>
	<p><b><u>Standards:</u></b></p> <p>In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities which help define how people use their rights and which require respect for the rights of others.</p> <p>10. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation</p> <p><b><u>Content Literacy Statement</u></b></p> <p>3. (RH) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves the matter uncertain.</p> <p>6. (RH) Evaluate author's differing points of view on the same historical event Or issues by addressing the authors claims, reasoning and evidence.</p> <p>6. (WH) Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p>	



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### Quarter 2

<u>Unit Title</u>	<u>Unit Description</u>	<u>Unit Duration</u>
<b><u>1.</u></b> <b><u>Civic Involvement</u></b>	<p>Students can engage societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.</p> <p><b><u>Standards:</u></b></p> <p>1. Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.</p> <p>2. Political parties, interest groups and the media provide opportunities for civic involvement through various means</p> <p><b><u>Content Literacy Statements:</u></b></p> <p>4. (RH-5) Analyze how the text structures information or ideas into categories, or hierarchies, demonstrating understanding of the information or ideas</p> <p>9. (RH) Synthesize information from a range of sources into a Coherent understanding of a process, phenomenon, or concept, Resolving conflicting information whenever possible</p> <p>2 (WH) Write informative/explanatory text including the narration of historical events. (A) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</p>	<b><u>10-15 days</u></b>



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<p><b>2.</b></p> <p><b><u>Civic Participation and Skills</u></b></p>	<p>Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.</p> <p><b><u>Standards:</u></b></p> <p>3. Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.</p> <p>4. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences</p> <p><b><u>Content Literacy Statements:</u></b></p> <ol style="list-style-type: none"><li>1. (RH-5) Analyze how the text structures information or ideas into categories, or hierarchies, demonstrating understanding of the information or ideas</li><li>9. (RH) Synthesize information from a range of sources into a Coherent understanding of a process, phenomenon, or concept, Resolving conflicting information whenever possible</li><li>2 (WH) Write informative/explanatory text including the narration of historical events. (A) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole</li></ol>	<p><b><u>10-15 days</u></b></p>
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<p><b>3.</b></p> <p><b><u>Ohio's state and local governments</u></b></p>	<p>The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.</p> <hr/> <p><b><u>Standards:</u></b></p> <p>11. As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.</p> <p>12. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.</p> <p><b><u>Content Literacy Statements:</u></b></p> <p>9. (RH) integrate information from diverse sources, both primary and secondary, into a coherent understanding or an idea or event, noting discrepancies among sources.</p> <p>8. (WH) Gather relevant information from multiple authoritative print and digital sources, using advances searches effectively; assess the strengths and weaknesses or each source in terms of the specific task, purpose and audience: integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.</p>	<p><b><u>10-15 days</u></b></p>
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<p><b>4.</b></p> <p><b><u>Public Policy</u></b></p>	<p>Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action</p> <hr/> <p><b><u>Standards:</u></b></p> <p>13. A variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs.</p> <p>14. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy</p> <p><b><u>Content Literacy Statement</u></b></p> <p>1. (RH) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves the matter uncertain.</p> <p>6. (RH) Evaluate author's differing points of view on the same historical event Or issues by addressing the authors claims, reasoning and evidence.</p> <p>6. (WH) Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p>	<p><b><u>10-15 days</u></b></p>
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#### Quarter 3

<u>Unit Title</u>	<u>Unit Description</u>	<u>Unit Duration</u>
<p><b>1.</b></p> <p><b><u>Fundamentals of Economics</u></b></p>	<p>Productive resources are limited and allocated in a variety of different ways. An efficient way to allocate productive resources is through markets.</p> <p><b><u>Standards:</u></b></p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>4. Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.</p> <p>5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.</p> <p>6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.</p> <p><b><u>Content Literacy Statements:</u></b></p> <p>1. (RH-5) Analyze how the text structures information or ideas into categories, or hierarchies, demonstrating understanding of the information or ideas</p> <p>9. (RH) Synthesize information from a range of sources into a Coherent understanding of a process, phenomenon, or concept, Resolving conflicting information whenever possible</p>	<p><b><u>15-20 days</u></b></p>





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	<p>2 (WH) Write informative/explanatory text including the narration of historical events. (A) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole</p>	
<p><b><u>2.</u></b></p> <p><b><u>Working and Earning Responsibility and money management</u></b></p>	<p>Employment provides a means of creating personal income Responsible personal finance decisions are based upon reliable information and used to reach personal goals.</p> <p><b><u>Standards:</u></b></p> <p>11. Income is determined by many factors including individual skills and abilities, work ethic and market conditions. 12. Employee earning statements include information about gross wages, benefits, taxes and other deductions 13. Financial decision-making involves considering alternatives by examining costs and benefits. 14. A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy. 15. Different payment methods have advantages and disadvantages</p> <p><b><u>Content Literacy Standards:</u></b></p> <p>5. (RH-4) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context 6. (RH-7) Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem 2. (WH) Write a informative explanatory texts, including the</p>	<p><b><u>15 – 20 days</u></b></p>



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	<p>narration or historical events or technical processes. (D) Use precise domain-specific language to manage the complexity of the issue; convey a knowledgeable stance.</p>	
<p><b>3.</b> <b><u>Saving and investing</u></b> <b><u>Credit and Debt</u></b> <b><u>Risk management</u></b></p>	<p>Saving and investing strategies help individuals achieve personal financial goals. Credit and debt can be used to achieve personal financial goals There are various strategies to help protect personal assets and wealth.</p> <p><b><u>Standards:</u></b> 16. Saving and investing help to build wealth. 17. Savings can serve as a buffer against economic hardship. 18. Different costs and benefits are associated with saving and investing alternatives. 19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds. 20. There are costs and benefits associated with various sources of credit available from different types of financial institutions. 21. Credit and debt can be managed to maintain credit worthiness. 22. Consumer protection laws provide financial safeguards. 23. Property and liability insurance protect against risks associated with use of property. 24. Health, disability and life insurance protect against risks associated with increased expenses and loss of income. 25. Steps can be taken to safeguard one's personal financial information and reduce the risk of loss</p> <p><b><u>Content Literacy Standards:</u></b></p>	<p><b><u>15-20 days</u></b></p>



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	<ol style="list-style-type: none"><li>1. (RH-4) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context</li><li>2. (RH-7) Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem</li></ol> <p>(WH) Write a informative explanatory texts, including the narration or historical events or technical processes. (D) Use precise domain-specific language to manage the complexity of the issue; convey a knowledgeable stance.</p>	



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#### Quarter 4

<u>Unit Title</u>	<u>Unit Description</u>	<u>Unit Duration</u>
<p><b>1.</b> <b><u>Economic Decision making</u></b></p>	<p>Economic decision making relies on the analysis of data. Economists use data to explain trends and decide among economic alternatives. Individuals use data to determine the condition of their finances and to make savings and investment decisions</p> <p><b><u>Standards:</u></b></p> <ol style="list-style-type: none"> <li>1. Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.</li> <li>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances</li> </ol> <p><b><u>Content Literacy Standards:</u></b></p> <ol style="list-style-type: none"> <li>1. (RH-4) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context</li> <li>2. (RH-7) Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem</li> </ol> <p>(WH) Write a informative explanatory texts, including the narration or historical events or technical processes. (D) Use precise domain-specific language to manage the complexity of the issue; convey a knowledgeable stance.</p>	<p><b><u>10-15 days</u></b></p>



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<p><b>2.</b> <b><u>Government and the economy</u></b></p>	<p>The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy</p>	<p><b><u>20-25 days</u></b></p>
	<p><b><u>Standards:</u></b></p> <p>15. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.</p> <p>16. The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.</p> <p><b><u>Content Literacy Standards</u></b></p> <ol style="list-style-type: none"><li>1. (RH)Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole</li><li>2. (RH)Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li></ol> <p>9. (WH) Draw evidence from informational texts to support analysis, reflection, and research</p>	



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<p><b>3.</b></p> <p><b><u>The Global Economy</u></b></p>	<p>Global issues and events influence economic activities.</p> <p><b><u>Standards:</u></b></p> <p>9. When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.</p> <p>10. Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade</p> <p><b><u>Content Literacy Standards:</u></b></p> <p>7. (RH) Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>4. (RH) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p>1. (WH) Write informative/explanatory texts, including the narration of historical events. (B) Develop the topic thoroughly by selective the most significant and relevant facts.</p>	<p><b><u>10-15 days</u></b></p>



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