

Key	
	First Days
	Teacher PD/Work Day
	No School
	E-Learning Day
	End of Grading Period
	Early Dismissal

## U.S. Government/Economics Pacing Guide

U.S. Government Semester 1	Economics Semester 2
<p><b><u>1st Quarter (7/31/24 - 9/27/24)</u></b></p> <p><b>Unit 0: First Week of School</b></p> <ul style="list-style-type: none"> <li>• Dates: 7/31/24 - 8/2/24</li> <li>• Objectives: <ul style="list-style-type: none"> <li>○ Introductions</li> <li>○ Expectations, Consequences</li> <li>○ Identity and intersectionality</li> <li>○ Goal setting</li> </ul> </li> </ul> <p><b>Unit 1: Foundations of American Democracy</b></p> <ul style="list-style-type: none"> <li>• Dates: 8/5/24 - 8/16/24</li> <li>• Standards: SS10.USG.1, SS10.USG.2, SS10.USG.3</li> <li>• Objectives: <ul style="list-style-type: none"> <li>○ SWBAT compare and contrast characteristics of limited and unlimited governments throughout the world, including constitutional, authoritarian, and totalitarian governments</li> <li>○ SWBAT summarize the significance of the First and Second Continental Congresses, the Declaration of Independence, Shays' Rebellion, and the Articles of Confederation of 1781 on the writing and ratification of the Constitution of the United States of 1787 and the Bill of Rights of 1791</li> </ul> </li> </ul>	<p><b><u>3rd Quarter (1/9/25 - 3/21/25)</u></b></p> <p><b>Unit 1: Basics of Economic Concepts and Decision Making</b></p> <ul style="list-style-type: none"> <li>• Dates: 1/9/25 -</li> <li>• Standards: SS10.E.1, SS10.E.2, SS10.E.3, SS10.E.6</li> <li>• Focus: this unit focuses on the foundational concepts of economics, including scarcity, choice, and decision-making processes. Students will also learn about different economic systems and the role of specialization and voluntary exchange.</li> <li>• Objectives: <ul style="list-style-type: none"> <li>○ SWBAT explain how scarcity forces people to make choices and that choices involve opportunity costs</li> <li>○ SWBAT explain how resources are necessary to produce goods and services</li> <li>○ SWBAT use marginal costs and marginal benefits to make decisions</li> <li>○ SWBAT identify and compare and contrast the characteristics of each basic type of economic system and know the three basic economic choices</li> <li>○ SWBAT explain the determinants of demand and supply</li> <li>○ SWBAT explain how changes in supply and demand affect prices and equilibrium quantity</li> </ul> </li> </ul> <p><b>Unit 2: the Role of Government in the Economy</b></p>

- SWBAT explain the main ideas of the debate over ratification that included the Federalist Papers
- SWBAT analyze the Bill of Rights for its application to historical and current issues
- SWBAT outline the formal process of amending the Constitution of the United States
- Resources: iCivics, U.S. Constitution, Articles of Confederation, Declaration of Independence, Federalist Papers

### Unit 2: Federalism

- Dates: 8/19/24- 8/30/24
- Standards: SS10.USG.4, SS10.USG.5
- Objectives:
  - SWBAT summarize obligations that the Constitution of the United States places on a nation for the benefit of the States, including admitting new states and cooperative federalism
  - SWBAT evaluating the role of the national government in interstate relations
- Resources: iCivics, U.S. Constitution

### Unit 3: Branches of Government

- Dates: 9/9/24- 9/27/24
- Standards: SS10.USG.11, SS10.USG.12, SS10.USG.13
- Objectives:
  - SWBAT compare rules of operations and hierarchies of Congress, including roles of the Speaker of the House, the Senate President Pro Tempore, majority and minority leaders, and party whips
  - SWBAT identify the significance of Congressional committee structure and types of committees
  - SWBAT trace the legislative process, including types of votes and committee action, from a bill's presentation to presidential action
  - SWBAT identify informal powers of the President of the United States, including press conferences, State of the Union addresses, total media access, head of party, and symbolic powers of the Oval Office
  - SWBAT rank powers held by the President's Cabinet, including roles of Cabinet secretaries, appropriations by Congress, appointment and confirmation, and operation of organization
  - SWBAT explain the structure and jurisdiction of court systems of the United States, including lower courts and appellate courts
  - SWBAT identify the impact of landmark United States Supreme Court Cases on Constitutional interpretation
- Resources: iCivics, U.S. Constitution, assorted articles on the

- Dates: - 3/21/25
- Standards: SS10.E.4, SS10.E.5, SS10.E.11
- Focus: this unit explores the critical role that the government plays in managing and regulating the economy. It includes fiscal policy, public goods, market failures, and the relationship between a nation's standard of living and its production capabilities.
- Objectives:
  - SWBAT explain the roles of government in a market economy
  - SWBAT explain the four components of the expenditure approach to GDP and calculate it themselves
  - SWBAT understand how productivity is calculated and can be increased
  - SWBAT explain the role of Congress and the President in promoting economic stability through the use of discretionary fiscal policy
  - SWBAT explain how government spending and taxes act automatically to help stabilize the economy

## 4th Quarter (3/22/25 - 5/29/25)

### Unit 3: Economic Measurement and Business Functions

- Dates: 3/22/25 -
- Standards: SS10.E.7, SS10.E.8, SS10.E.9, SS10.E.10
- Focus: this unit covers the structure of businesses, labor markets, and the tools used to measure the performance of an economy. Students will learn about the Federal Reserve and its role in economic stability, as well as key economic indicators like GDP and CPI.
- Objectives:
  - SWBAT explain the advantages and disadvantages of the three major forms of business organization
  - SWBAT explain how businesses invest using equity, financing, borrowing, and saving
  - SWBAT explain how businesses compete through pricing and marketing
  - SWBAT identify the factors that affect labor productivity and wages, and the factors that affect the supply of and demand for labor
  - SWBAT explain the impact of demographics and regional specialization on wages and employment
  - SWBAT determine the portion of the business cycle represented by certain economic indicators
  - SWBAT identify examples of each type of unemployment and calculate the unemployment rate
  - SWBAT determine the specific economic impact of changes in the reserve ratio, discount rate, and open market operations on the federal funds rate

current branches of government

## **2nd Quarter (9/28/24 - 12/20/24)**

### **Unit 4: Elections**

- Dates: 9/28/24 - 11/6/24
- Standards: SS10.USG.6, SS10.USG.7, SS10.USG.8, SS10.USG.9, SS10.USG.10
- Objectives:
  - SWBAT analyze the black codes, the Jim Crow laws, and the Selma-to-Montgomery March for their impact on the passage of the Voting Rights Act of 1965
  - SWBAT explain campaign funding and spending
  - SWBAT evaluate the impact of reappointment, redistricting, and voter turnout on elections
  - SWBAT analyze television and electronic media for their impact on the election process and campaign spending from the John F. Kennedy-Richard M. Nixon debate to the election of Barack Obama as President of the United States
  - SWBAT describe the role of third-party candidates in political elections in the United States
  - SWBAT describe the influence of political parties on individuals and elected officials, including the development of party machines, rise of independent voters, and disillusionment with party systems
- Resources: iCivics, assorted articles on the current election cycle

### **Unit 5: the American Identity**

- Dates: 11/12/24 - 11/22/24
- Standards: SS10.USG.14, SS10.USG.15
- Objectives:
  - SWBAT explain how the balance between individual versus majority rule and state versus national authority is essential to the functioning of the American democratic society
  - SWBAT evaluate financial, political, and social costs of national security
- Resources: iCivics, U.S. Constitution

- SWBAT determine the appropriate policy to promote employment and combat inflation

### **Unit 4: Global Economy**

- Dates: - 5/29/25
- Standards: SS10.E.12
- Focus: this unit addresses the importance of international trade, why it occurs, and its benefits. It includes discussions on globalization, trade relations, and the flow of goods and services between countries.
- Objectives:
  - SWBAT determine comparative advantage by calculating opportunity costs
  - SWBAT calculate gains from trade based on comparative advantage
  - SWBAT determine how certain factors affect exchange rates
  - SWBAT determine how changes in exchange rates affect global trade

**AUGUST**

**Essential Question(s):**

#### **Standards:**

- **Unit 0: First Week of School**
- **Unit 1: Foundations of American Democracy**
  - SS10.USG.1, SS10.USG.2, SS10.USG.3
- **Unit 2: Federalism**
  - SS10.USG.4, SS10.USG.5

<ul style="list-style-type: none"> <li>Unit 0: Who are you and why are we here?</li> <li>Unit 1: What influenced the creation of the American government?</li> </ul> <p><b>Accommodations:</b> printed handouts, student-accessible powerpoint</p> <p><b>Modifications:</b> additional time, peep partner</p> <p><b>ELL Support:</b> peer partner, visual resources, additional time</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li><b>Unit 0: First Week of School</b></li> <li><b>Unit 1: Foundations of American Democracy</b> <ul style="list-style-type: none"> <li>SWBAT compare and contrast characteristics of limited and unlimited governments throughout the world, including constitutional, authoritarian, and totalitarian governments</li> <li>SWBAT summarize the significance of the First and Second Continental Congresses, the Declaration of Independence, Shays’ Rebellion, and the Articles of Confederation of 1781 on the writing and ratification of the Constitution of the United States of 1787 and the Bill of Rights of 1791</li> <li>SWBAT explain the main ideas of the debate over ratification that included the Federalist Papers</li> <li>SWBAT analyze the Bill of Rights for its application to historical and current issues</li> <li>SWBAT outline the formal process of amending the Constitution of the United States</li> </ul> </li> <li><b>Unit 2: Federalism</b> <ul style="list-style-type: none"> <li>SWBAT summarize obligations that the Constitution of the United States places on a nation for the benefit of the States, including admitting new states and cooperative federalism</li> <li>SWBAT evaluating the role of the national government in interstate relations</li> <li>SWBAT analyze the Constitution of Alabama of 1901 to determine its impact on local funding and campaign funding</li> <li>SWBAT describe the influence of special interest groups on state government</li> </ul> </li> </ul>
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Monday	Tuesday	Wednesday	Thursday	Friday
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**ESSENTIAL QUESTION: who are you and why are we here?**

		<p><b>July 31</b> <b>Unit 0</b></p> <p>First Day of School Self-Introduction Syllabus Overview Safety Procedures</p>	<p><b>1</b> <b>Unit 0</b></p> <p>Announcements Soup, Salad, or Sandwich Hygiene Presentation</p>	<p><b>2</b> <b>Unit 0</b></p> <p>Distribute syllabus Password Game Google Classroom Student Survey</p>
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**ESSENTIAL QUESTION: what influenced the creation of the American government?**

<p><b>5</b> <b>Unit 1: Foundations of American Democracy</b></p> <p>Athenian and Roman Democracy</p>	<p><b>6</b> <b>Unit 1: Foundations of American Democracy</b></p> <p>Types of Government</p>	<p><b>7</b> <b>Unit 1: Foundations of American Democracy</b></p> <p>Types of Government cont.</p>	<p><b>8</b> <b>Unit 1: Foundations of American Democracy</b></p> <p>Enlightenment Philosophers</p>	<p><b>9</b> <b>Unit 1: Foundations of American Democracy</b></p> <p>Current Event</p>
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<p>Video: How Athens Accidentally Invented Democracy</p> <p>Assignment: Unit 1 iCivics Athenian and Roman Democracy</p>	<p>Video: Forms of Government</p> <p>Assignment: read iCivics "Who Rules?" article and complete the Unit 1 Types of Government Notes Graphic Organizer</p>	<p>Class Activity: identify forms of government of current countries</p> <p>Assignment: complete Unit 1 Types of Government Notes</p>	<p>Video: Locke and Montesquieu</p> <p>Activity: Guided Notes</p> <ul style="list-style-type: none"> <li>• Rousseau</li> <li>• Mecaveli</li> <li>• Thomas Hobbes</li> <li>• John Locke</li> </ul>	<p>Makeup Work</p>
<b>ESSENTIAL QUESTION: what influenced the creation of the American government?</b>				
<p><b>12</b> <b>Unit 1: Foundations of American Democracy</b></p> <p>Influential Documents</p> <p>Activity: Guided Notes</p> <p>Magna Carta, Mayflower Compact, English Bill of Rights, Cato's Letters, and "Common Sense"</p> <p>Quizizz review</p>	<p><b>13</b> <b>Unit 1: Foundations of American Democracy</b></p> <p>First and Second Continental Congress</p> <p>Activity: Timeline of the events leading up to the first and second continental congress</p>	<p><b>14</b> <b>Unit 1: Foundations of American Democracy</b></p> <p>Articles of Confederation and Shays Rebellion</p> <p>Video: Shays Rebellion</p> <p>Activity: Historical Snapshot an Articles of Confederation and Shays Rebellion Investigation. Students will complete the reading and the analysis worksheet</p>	<p><b>15</b> <b>Unit 1: Foundations of American Democracy</b></p> <p>Unit 1 Review</p> <p>Blooket</p>	<p><b>16</b> <b>Unit 1: Foundations of American Democracy</b></p> <p>Unit 1 Exam in Google Classroom</p>
<b>ESSENTIAL QUESTION:</b>				
<p><b>19</b> <b>Unit 2: Federalism</b></p> <p>Intro to Federalism</p> <p>Activity: Guided Notes on types of powers, the Constitution, and the evolution of federalism</p>	<p><b>20</b> <b>Unit 2: Federalism</b></p> <p>The Federal (National) Government</p> <p>iCivics: the Federalist Debate</p> <p>Modified Assignment: iCivics the "Federal" in Federalism</p> <p>ESL: iCivics the Federalist Debate_Spanish</p>	<p><b>21</b> <b>Unit 2: Federalism</b></p> <p>The Federal (National) Government</p> <p>iCivics: State-Federal Tug-o-War pg 1-6</p> <p>Modified Assignment: iCivics State-Federal Tug-o-War pg 1-4</p> <p>ESL: iCivics the "Federal" in Federalism_Spanish</p>	<p><b>22</b> <b>Unit 2: Federalism</b></p> <p>State Government</p> <p>iCivics: Power to the States</p> <p>Modified Assignment: iCivics State Power Got a Reservation?</p> <p>ESL:</p>	<p><b>23</b> <b>Unit 2: Federalism</b></p> <p>Makeup Work</p> <p>Unit 1 Test retakes</p>
<b>ESSENTIAL QUESTION:</b>				
<p><b>26</b> <b>Unit 2: Federalism</b></p>	<p><b>27</b> <b>Unit 2: Federalism</b></p>	<p><b>28</b> <b>Unit 2: Federalism</b></p>	<p><b>29</b> <b>Unit 2: Federalism</b></p>	<p><b>30</b> <b>Unit 2: Federalism</b></p>

State Government Activity: Alabama State Government Web Scavenger Hunt	Local Government CNN10 Activity: Local Government Packet in Google Classroom (research different types of local government and leadership)	Local Government cont. CNN10 Activity: Local Government Packet in Google Classroom (research different types of local government and leadership)	Unit 2 Review Quizizz	Unit 2 Exam
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<b>SEPTEMBER</b>  <b>Accommodations:</b> printed handouts, student-accessible powerpoint  <b>Modifications:</b> additional time, peep partner  <b>ELL Support:</b> peer partner, visual resources, additional time		<b>Standards:</b> <ul style="list-style-type: none"> <li>• <b>Unit 3: Branches of Government</b> <ul style="list-style-type: none"> <li>◦ SS10.USG.11, SS10.USG.12, SS10.USG.13</li> </ul> </li> </ul> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• <b>Unit 3: Branches of Government</b> <ul style="list-style-type: none"> <li>◦ SWBAT compare rules of operations and hierarchies of Congress, including roles of the Speaker of the House, the Senate President Pro Tempore, majority and minority leaders, and party whips</li> <li>◦ SWBAT identify the significance of Congressional committee structure and types of committees</li> <li>◦ SWBAT trace the legislative process, including types of votes and committee action, from a bill's presentation to presidential action</li> <li>◦ SWBAT critique informal powers of the President of the United States, including press conferences, State of the Union addresses, total media access, head of party, and symbolic powers of the Oval Office</li> <li>◦ SWBAT identify the influence of White House staff on the President of the United States</li> <li>◦ SWBAT rank powers held by the President's Cabinet, including roles of Cabinet secretaries, appropriations by Congress, appointment and confirmation, and operation of organization</li> <li>◦ SWBAT compare diverse background, socioeconomic status, and levels of education of United States' presidents</li> <li>◦ SWBAT explain the structure and jurisdiction of court systems of the United States, including lower courts and appellate courts</li> <li>◦ SWBAT identify the impact of landmark United States Supreme Court Cases on Constitutional interpretation</li> <li>◦ SWBAT describe the shift of political balance of the court system, including the appointment process, the ideology of justices, influences on court decisions regarding executive and legislative opinion, public opinion, and the desire for impartiality</li> <li>◦ SWBAT contrast strict and loose constructionist views of the Constitution</li> </ul> </li> </ul>		
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>

<b>ESSENTIAL QUESTION:</b>				
<b>2</b> <b>Labor Day</b>	<b>3</b> <b>September Break</b>	<b>4</b> <b>September Break</b>	<b>5</b> <b>September Break</b>	<b>6</b> <b>September Break</b>
<b>ESSENTIAL QUESTION:</b>				
<b>9</b> <b>Unit 3: Branches of Government</b>  <b>Makeup Work</b>	<b>10</b> <b>Unit 3: Branches of Government</b>  Legislative Branch  Video: the Bicameral Congress  Assignment: Legislative Branch Digital Notebook Slides 2-4 <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Comparing the House and Senate</li> <li>• Powers of Congress</li> </ul> Grades due in PowerSchool	<b>11</b> <b>Unit 3: Branches of Government</b>  Watch Presidential Debate  Class Discussion  11th and 12th Grade Field Trip (Touchstone)  Progress Reports passed out during 8th Period	<b>12</b> <b>Unit 3: Branches of Government</b>  Legislative Branch  Video: Congressional Committees  Assignment: Legislative Branch Digital Notebook Slides 5-7 <ul style="list-style-type: none"> <li>• Congressional leadership</li> <li>• My State's Representation</li> <li>• Congressional Committees</li> </ul>	<b>13</b> <b>Unit 3: Branches of Government</b>  Legislative Branch  Video: How a Bill Becomes Law  Assignment: Assignment: Legislative Branch Digital Notebook Slides 8-11 <ul style="list-style-type: none"> <li>• Congress and Budgeting</li> <li>• How a Bill Becomes Law</li> <li>• Interest Groups and Lobbying</li> <li>• Congress and the Impeachment Power</li> </ul>
<b>ESSENTIAL QUESTION:</b>				
<b>16</b> <b>Unit 3: Branches of Government</b>  Executive Branch  Video:  Assignment: Executive Branch Digital Notebook slides 2-3 <ul style="list-style-type: none"> <li>• Executive Branch Vocab</li> <li>• Role of the President</li> </ul>	<b>17</b> <b>Unit 3: Branches of Government</b>  Executive Branch  Video:  Assignment: Executive Branch Digital Notebook slides 4-5 <ul style="list-style-type: none"> <li>• The Cabinet and Bureaucracy Part 1</li> <li>• The Cabinet and</li> </ul>	<b>18</b> <b>Unit 3: Branches of Government</b>  Executive Branch  Video:  Assignment: Executive Branch Digital Notebook slides 6-7 <ul style="list-style-type: none"> <li>• The Vice Presidency</li> <li>• Presidential Policies and Agenda</li> </ul>	<b>19</b> <b>Unit 3: Branches of Government</b>  Executive Branch  Video:  Assignment: Executive Branch Digital Notebook slides 6-7 <ul style="list-style-type: none"> <li>• Executive Orders</li> <li>• The Impeachment Process</li> </ul>	<b>20</b> <b>Unit 3: Branches of Government</b>  Judicial Branch  Video:  Assignment: Judicial Branch Digital Notebook slides 2-3 <ul style="list-style-type: none"> <li>• Judicial Vocab</li> <li>• The Supreme Court</li> </ul> Modified: shorted digital

Modified: shorted digital notebook	Bureaucracy Part 2 Modified: shorted digital notebook	Modified: shorted digital notebook	Modified: shorted digital notebook	notebook Out for El Paso trip – prepare sub work
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**ESSENTIAL QUESTION:**

<b>23</b> <b>Unit 3: Branches of Government</b> Judicial Branch Video: Assignment: Judicial Branch Digital Notebook slides 4-5 <ul style="list-style-type: none"> <li>Types of Jurisdictions</li> <li>Jurisdiction of Federal Courts</li> </ul> Modified: shorted digital notebook Out for El Paso trip – prepare sub work	<b>24</b> <b>Unit 3: Branches of Government</b> Judicial Branch Video: Assignment: Judicial Branch Digital Notebook slides 6-7 <ul style="list-style-type: none"> <li>Marbury vs Madison Judicial Review</li> <li>Landmark Supreme Court Cases</li> </ul> Modified: shorted digital notebook	<b>25</b> <b>Unit 3: Branches of Government</b> Unit 3 Review	<b>26</b> <b>Unit 3: Branches of Government</b> Unit 3 Exam	<b>27</b> <b>End of 1st Quarter</b> <b>Early Dismissal @1:00 p.m.</b>
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**ESSENTIAL QUESTION:**

<b>30</b> <b>Unit 4: Elections</b> Makeup Work				
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<h2 style="margin: 0;">OCTOBER</h2> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>What is the purpose of political parties?</li> <li>How are elections essential to democracy?</li> </ul> <p><b>Accommodations:</b> printed handouts,</p>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li><b>Unit 4: Elections</b> <ul style="list-style-type: none"> <li>SS10.USG.6, SS10.USG.7, SS10.USG.8, SS10.USG.9, SS10.USG.10</li> </ul> </li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li><b>Unit 4: Elections</b> <ul style="list-style-type: none"> <li>SWBAT describe implications of participation of large numbers of minorities and women in parties and campaigns</li> <li>SWBAT analyze the black codes, the Jim Crow laws, and the Selma-to-Montgomery March for their impact on the passage of the Voting Rights Act of 1965</li> </ul> </li> </ul>
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student-accessible powerpoint  <b>Modifications:</b> additional time, peep partner  <b>ELL Support:</b> peer partner, visual resources, additional time	<ul style="list-style-type: none"> <li>o SWBAT explain campaign funding and spending</li> <li>o SWBAT analyze rulings by the United States Supreme Court, including Buckley versus Valeo, regarding campaign financing to determine the effect on the election process</li> <li>o SWBAT describe regional differences in public opinion on the United States</li> <li>o SWBAT analyze television and electronic media for their impact on the election process and campaign spending from the John F. Kennedy-Richard M. Nixon debate to the election of Barack Obama as President of the United States</li> <li>o SWBAT explain the effect of attack advertisements on voter selection of candidates</li> <li>o SWBAT describe the role of third-party candidates in political elections in the United States</li> <li>o SWBAT explain major characteristics of contemporary political parties in the United States, including the role of conventions, party leadership, formal and informal memberships, and regional strongholds</li> <li>o SWBAT describe the influence of political parties on individuals and elected officials, including the development of party machines, rise of independent voters, and disillusionment with party systems</li> </ul>
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<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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**ESSENTIAL QUESTION:** What is the purpose of political parties?

	<b>1</b>  <b>Unit 4: Elections</b>  Political Parties  Word Cloud: which words do you associate with political parties?  Assignment: Political Parties Guided Notes Presentation	<b>2</b>  <b>Unit 4: Elections</b>  Watch the Vice Presidential Debate	<b>3</b>  <b>Unit 4: Elections</b>  Political Parties cont.  Assignment: finish Political Parties Guided Notes  Watch more of the debate	<b>4</b>  <b>Unit 4: Elections</b>  Party Platforms  Video:  Assignment: Analyzing Party Platforms (students will explore 5 political parties and document their key words, domestic issues, and foreign issues)
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**ESSENTIAL QUESTION:** What is the purpose of political parties?

<b>7</b>  <b>Unit 4: Elections</b>  Party Platforms  CNN10  Complete Unit 4: Analyzing Party Platforms in Google Classroom	<b>8</b>  <b>Unit 4: Elections</b>  Political Ideology  Assignment: Political Parties Guided Notes  Presentation	<b>9</b>  <b>Unit 4: Elections</b>  Makeup Work  Most students gone for field trip	<b>10</b>  <b>Unit 4: Elections</b>  Political Ideology  Political Ideology Quiz  Create a spectrum on the board and have students write their names where	<b>11</b>  <b>Unit 4: Elections</b>  Analyzing Political Ads  Political Parties and Campaigning  Story Time: students will take notes as we read two
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Review as a class		UAH Field trip	they land based on quiz results Video: Crash Course Political Ideology	short stories on political parties
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**ESSENTIAL QUESTION:** How are elections essential to democracy?

<b>14</b>  <b>No School</b>	<b>15</b>  <b>Unit 4: Elections</b>  Analyzing Political Ads  Warm Up Question: what political ads have you seen during this election cycle? What tone do they often have? What do they show?  Assignment: Living Room Candidate Guided Questions (we will watch 8 campaign videos as a class and students will take notes on if they find them effective, informative, fair or unfair, etc.)  Students will then answer the analysis questions on their own or with their small groups  7th Grade Assembly during Advisory	<b>16</b>  <b>Unit 4: Elections</b>  The Election Process  Warm Up Question: what obstacles can you think of that may keep people from participating in elections?  Video:  Assignment: Election Process Guided Notes  Presentation  Finish Living Room Candidate Guided Questions	<b>17</b>  <b>Unit 4: Elections</b>  Campaign Finance  Assignment: Elections and Campaign Finance Laws Guided Notes  Presentation	<b>18</b>  <b>E-Learning</b>  <b>10th and 12th Grade Testing</b>
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**ESSENTIAL QUESTION:** How are elections essential to democracy?

<b>21</b>  <b>Unit 4: Elections</b>  Election Project  CNN10  Project Intro: students will	<b>22</b>  <b>Unit 4: Elections</b>  Election Project  CNN 10  Day 2: Crafting Your	<b>23</b>  <b>Unit 4: Elections</b>  Election Project  CNN 10  Day 3: Campaign Materials	<b>24</b>  <b>Unit 4: Elections</b>  Election Project  CNN 10  Day 4: Nomination and	<b>25</b>  <b>Unit 4: Elections</b>  Field Day
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<p>work in groups of 4-5 to create a political party, develop a party platform, and create campaign materials. Students will engage in the political process, the importance of campaigning, and the dynamics of elections.</p> <p>Day 1: Forming Your Political Party</p> <ul style="list-style-type: none"> <li>Form groups of 4-5</li> <li>Create party name and identity</li> <li>Platform development (select 8 key issues for the party to focus on)</li> </ul> <p>Deliverable: Unit 4 Election Project Choices Google Form</p>	<p>Stances</p> <ul style="list-style-type: none"> <li><b>Research:</b> Each group should conduct research on the chosen issues. Gather facts, statistics, and opinions to form your stances.</li> <li><b>Stance Development:</b> For each of the 8 issues, create a clear and concise statement that outlines your party's position. Use persuasive language to explain why your stance is beneficial for the country.</li> </ul> <p>Deliverable: Unit 4 Election Project Political Party Platform Google Slides</p>	<ul style="list-style-type: none"> <li><b>Design Campaign Ads:</b> students work on creating various campaign materials. Choices: <ul style="list-style-type: none"> <li>Posters (design eye-catching posters that highlight your party's values and key issues)</li> <li>Comics (create a comic strip that creatively illustrates your party's stance on one of the issues)</li> <li>Commercials (script and prepare a short video commercial that promotes your party and its candidate)</li> </ul> </li> </ul> <p>Deliverable: submit campaign materials via Google Classroom</p>	<p>Debate Preparation</p> <ul style="list-style-type: none"> <li><b>Candidate Nomination:</b> each group should nominate one person from their group to run for president. This person will represent the party in the upcoming debate</li> <li><b>Debate Preparation:</b> prepare for the debate by discussing potential questions and formulating responses. Each member should contribute to formulating strategies for defending your party's positions</li> </ul> <p>Deliverable: Unit 4 Election Project Debate Prep Google Doc</p>	
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**ESSENTIAL QUESTION:** How are elections essential to democracy?

<p><b>28</b></p> <p>Personal Leave – Prepare Sub Work</p> <p>Campaign Finance</p> <p>Assignment: Campaign Finance Guided Notes</p> <p>Presentation</p>	<p><b>29</b></p> <p>Personal Leave – Prepare Sub Work</p> <p>Understanding the Electoral College</p> <p>Assignment: Electoral College Guided Notes</p>	<p><b>30</b></p> <p>Personal Leave – Prepare Sub Work</p> <p>Understanding the Electoral College</p> <p>Assignment: Analyzing Contested Elections</p>	<p><b>31</b></p> <p>Personal Leave – Prepare Sub Work</p> <p>Gerrymandering and Redistricting</p> <p>Assignment: Gerrymandering Guided Notes</p>	
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	Presentation		Presentation	
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<b>NOVEMBER</b> <b>Accommodations:</b> printed handouts, student-accessible powerpoint <b>Modifications:</b> additional time, peep partner <b>ELL Support:</b> peer partner, visual resources, additional time	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <b>Unit 5: the American Identity and Civil Liberties</b> <ul style="list-style-type: none"> <li>◦ SS10.USG.14, SS10.USG.15</li> </ul> </li> </ul> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• <b>Unit 5: the American Identity and Civil Liberties</b> <ul style="list-style-type: none"> <li>◦ SWBAT explain how the balance between individual versus majority rule and state versus national authority is essential to the functioning of the American democratic society</li> <li>◦ SWBAT evaluate financial, political, and social costs of national security</li> </ul> </li> </ul>			
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<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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<b>ESSENTIAL QUESTION:</b>
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				<b>1</b> Personal Leave – Prepare Sub Work  Gerrymandering and Redistricting  Assignment: Gerrymandering and Redistricting Simulation
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<b>ESSENTIAL QUESTION:</b>
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<b>4</b> <b>Unit 5: Elections</b> Election Project CNN 10 Day 5: Project Work Day <ul style="list-style-type: none"> <li>• Project Work Time: allow students to complete any final parts of their campaign</li> </ul>	<b>5</b> <b>Unit 5: Elections</b> Election Project CNN 10 Day 6: Debate and Voting <ul style="list-style-type: none"> <li>• Debate: participate in a structured debate with other party nominees. Each candidate will</li> </ul>	<b>6</b> <b>Unit 5: Elections</b> Election Project CNN 10 Day 7: Reflection <ul style="list-style-type: none"> <li>• What did you learn about the political process and the importance of campaigning?</li> </ul>	<b>7</b> <b>Unit 5: the American Identity</b> CNN 10	<b>8</b> <b>Unit 5: the American Identity</b>
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<ul style="list-style-type: none"> <li>○ Platform slide show</li> <li>○ Campaign Ad</li> <li>○ Debate prep</li> <li>● Teacher Check-in that all project deliverables are completed and turned in for each group and they are ready for the debate tomorrow</li> </ul>	<p>have the opportunity to present their platform and answer questions from the audience</p> <ul style="list-style-type: none"> <li>● Voting: after the debate, each student will cast a vote for the candidate they believe should win</li> </ul> <p><b>Election Day</b></p>	<ul style="list-style-type: none"> <li>● How did your group work together to develop your party and its platform?</li> <li>● What challenges did you face during this project?</li> <li>● How did participating in the debate shape your understanding of political discourse?</li> </ul>		
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**ESSENTIAL QUESTION:**

<p><b>11</b></p> <p><b>Veterans Day</b></p>	<p><b>12</b></p> <p><b>Unit 5: the American Identity</b></p> <p><b>Civil Liberties vs Civil Rights</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>● SWBAT explain how the balance between individual versus majority rule and state versus national authority is essential to the functioning of the American democratic society</li> </ul> <p>CNN 10 (10 min)</p> <p>Warm up: what is the difference between civil liberties and civil rights? (5 min)</p> <p>Video: Crash Course Civil Liberties and Rights (10 min): students will watch video explaining civil</p>	<p><b>13</b></p> <p><b>Unit 5: the American Identity</b></p> <p><b>Civil Liberties</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>● SWBAT explain how the balance between individual versus majority rule and state versus national authority is essential to the functioning of the American democratic society</li> </ul> <p>CNN 10 (10 min)</p> <p>Warm Up: review definitions of liberty, civil liberties, and civil rights (5 min)</p> <p>Assignment: Civil Liberties in the United States Reading and Questions (20 minutes): students will complete a reading civil</p>	<p><b>14</b></p> <p><b>Unit 5: the American Identity</b></p> <p><b>Civil Liberties</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>● SWBAT explain how the balance between individual versus majority rule and state versus national authority is essential to the functioning of the American democratic society</li> </ul> <p>CNN 10 (10 min)</p> <p>Warm Up: what civil liberties can you think of? (10 min) – have students brain dump different civil liberties</p> <p>Assignment: Civil Liberties and the Constitution (30 min) – students will</p>	<p><b>15</b></p> <p><b>Unit 5: the American Identity</b></p> <p><b>Civil Liberties</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>● SWBAT explain how the balance between individual versus majority rule and state versus national authority is essential to the functioning of the American democratic society</li> </ul> <p>CNN 10 (10 min)</p> <p>Assignment: finish Civil Liberties and the Constitution (20 min) – students will complete a graphic organizer where they read about the questions and legal cases that have established and/or enforced the civil liberties provided in the</p>
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	<p>liberties and civil rights and where they come from in the Constitution. Students will respond to guiding questions)</p> <p>Assignment: Civil Liberties Guided Notes (20 min) Presentation</p> <p><b>Montevallo Campus Visit</b></p>	<p>liberties provided in the Bill of Rights and the Incorporation Doctrine. We will discuss student responses to the questions at the end)</p> <p>Wrap Up: review Palko v. Connecticut case (10 min): students will review the case where the Supreme Court ruled that double jeopardy is not a fundamental right</p>	<p>complete a graphic organizer where they read about the questions and legal cases that have established and/or enforced the civil liberties provided in the Constitution. They will name the important legal cases for each and identify the key issues and questions</p> <p><b>Progress Reports Printed</b></p>	<p>Constitution. They will name the important legal cases for each and identify the key issues and questions</p> <p><b>Progress Reports Distributed to Students</b></p>
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**ESSENTIAL QUESTION:**

<p><b>18</b></p> <p><b>Unit 5: the American Identity</b></p> <p><b>9/11 and the Patriot Act</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>SWBAT evaluate financial, political, and social costs of national security</li> </ul> <p>Warm Up: what do you know about 9/11 (5 min)</p> <p>Video: How the 9/11 Attacks Unfolded (5 min) – have students watch a video about the events of 9/11 as a refresher</p> <p>Assignment: Part 1 Suspicious Activity Scenarios (20 min) – students will analyze suspicious activity reports and consider what information is missing to</p>	<p><b>19</b></p> <p><b>Unit 5: the American Identity</b></p> <p><b>9/11 and the Patriot Act</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>SWBAT evaluate financial, political, and social costs of national security</li> </ul> <p>Video: the Patriot Act – the video with help to remind students of what the Patriot Act is (10 min)</p> <p>Assignment: Part 2 Suspicious Activity Scenarios (30 min) – students will analyze behaviors defined as potentially criminal activities by TSA and consider if the activity meets the reasonable suspicion standard. Students must justify their</p>	<p><b>20</b></p> <p><b>Unit 5: the American Identity</b></p> <p><b>Unit Review</b></p> <p>CNN 10 (10 min)</p> <p>Note Check: have students check for assignments in Google Classroom (10 min)</p> <p>Assignment: Quizizz Review (30 min)</p>	<p><b>21</b></p> <p><b>Unit 5: the American Identity</b></p> <p><b>Unit Test</b></p> <p>CNN 10 (10 min)</p> <p>Assignment: Unit 5 Test (40 min)</p> <p>Unit 5: Modified Civil Liberties Test</p>	<p><b>22</b></p> <p><b>Unit 5: the American Identity</b></p> <p>Makeup Work and Test Retakes</p>
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make a decision, whether it qualifies as suspicious behavior and the factors that led them to that conclusion, the level of suspicious, and if the report should be forwarded to a fusion center // Complete Reports 1, 2, and 3	conclusion and determine if there might be room for error			
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<b>ESSENTIAL QUESTION:</b>				
<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>
<b>Thanksgiving Break</b>	<b>Thanksgiving Break</b>	<b>Thanksgiving Break</b>	<b>Thanksgiving Break</b>	<b>Thanksgiving Break</b>

<h2 style="margin: 0;">DECEMBER</h2> <p><b>Accommodations:</b> printed handouts, student-accessible powerpoint</p> <p><b>Modifications:</b> additional time, peep partner</p> <p><b>ELL Support:</b> peer partner, visual resources, additional time</p>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1: Foundations of American Democracy</b> <ul style="list-style-type: none"> <li>◦ SS10.USG.1, SS10.USG.2, SS10.USG.3</li> </ul> </li> <li>• <b>Unit 2: Federalism</b> <ul style="list-style-type: none"> <li>◦ SS10.USG.4, SS10.USG.5</li> </ul> </li> <li>• <b>Unit 3: Branches of Government</b> <ul style="list-style-type: none"> <li>◦ SS10.USG.11, SS10.USG.12, SS10.USG.13</li> </ul> </li> <li>• <b>Unit 4: Elections</b> <ul style="list-style-type: none"> <li>◦ SS10.USG.6, SS10.USG.7, SS10.USG.8, SS10.USG.9, SS10.USG.10</li> </ul> </li> <li>• <b>Unit 5: the American Identity and Civil Liberties</b> <ul style="list-style-type: none"> <li>◦ SS10.USG.14, SS10.USG.15</li> </ul> </li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1: Foundations of American Democracy</b> <ul style="list-style-type: none"> <li>◦ SWBAT compare and contrast characteristics of limited and unlimited governments throughout the world, including constitutional, authoritarian, and totalitarian governments</li> <li>◦ SWBAT summarize the significance of the First and Second Continental Congresses, the Declaration of Independence, Shays’ Rebellion, and the Articles of Confederation of 1781 on the writing and ratification of the Constitution of the United States of 1787 and the Bill of Rights of 1791</li> <li>◦ SWBAT explain the main ideas of the debate over ratification that included the Federalist Papers</li> <li>◦ SWBAT analyze the Bill of Rights for its application to historical and current issues</li> <li>◦ SWBAT outline the formal process of amending the Constitution of the United States</li> </ul> </li> <li>• <b>Unit 2: Federalism</b> <ul style="list-style-type: none"> <li>◦ SWBAT summarize obligations that the Constitution of the United States places on a nation for the benefit of the States, including admitting new states and cooperative federalism</li> <li>◦ SWBAT evaluating the role of the national government in interstate relations</li> <li>◦ SWBAT analyze the Constitution of Alabama of 1901 to determine its impact on local funding and campaign funding</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>○ SWBAT describe the influence of special interest groups on state government</li> <li>● <b>Unit 3: Branches of Government</b> <ul style="list-style-type: none"> <li>○ SWBAT compare rules of operations and hierarchies of Congress, including roles of the Speaker of the House, the Senate President Pro Tempore, majority and minority leaders, and party whips</li> <li>○ SWBAT identify the significance of Congressional committee structure and types of committees</li> <li>○ SWBAT trace the legislative process, including types of votes and committee action, from a bill's presentation to presidential action</li> <li>○ SWBAT critique informal powers of the President of the United States, including press conferences, State of the Union addresses, total media access, head of party, and symbolic powers of the Oval Office</li> <li>○ SWBAT identify the influence of White House staff on the President of the United States</li> <li>○ SWBAT rank powers held by the President's Cabinet, including roles of Cabinet secretaries, appropriations by Congress, appointment and confirmation, and operation of organization</li> <li>○ SWBAT explain the structure and jurisdiction of court systems of the United States, including lower courts and appellate courts</li> <li>○ SWBAT identify the impact of landmark United States Supreme Court Cases on Constitutional interpretation</li> <li>○ SWBAT describe the shift of political balance of the court system, including the appointment process, the ideology of justices, influences on court decisions regarding executive and legislative opinion, public opinion, and the desire for impartiality</li> <li>○ SWBAT contrast strict and loose constructionist views of the Constitution</li> </ul> </li> <li>● <b>Unit 4: Elections</b> <ul style="list-style-type: none"> <li>○ SWBAT analyze the black codes, the Jim Crow laws, and the Selma-to-Montgomery March for their impact on the passage of the Voting Rights Act of 1965</li> <li>○ SWBAT explain campaign funding and spending</li> <li>○ SWBAT evaluate the impact of reappointment, redistricting, and voter turnout on elections</li> <li>○ SWBAT analyze rulings by the United States Supreme Court, including Buckley versus Valeo, regarding campaign financing to determine the effect on the election process</li> <li>○ SWBAT describe regional differences in public opinion on the United States</li> <li>○ SWBAT analyze television and electronic media for their impact on the election process and campaign spending from the John F. Kennedy-Richard M. Nixon debate to the election of Barack Obama as President of the United States</li> <li>○ SWBAT explain the effect of attack advertisements on voter selection of candidates</li> <li>○ SWBAT describe the role of third-party candidates in political elections in the United States</li> <li>○ SWBAT explain major characteristics of contemporary political parties in the United States, including the role of conventions, party leadership, formal and informal memberships, and regional strongholds</li> <li>○ SWBAT describe the influence of political parties on individuals and elected officials, including the development of party machines, rise of independent voters,</li> </ul> </li> <li>● <b>Unit 5: the American Identity and Civil Liberties</b> <ul style="list-style-type: none"> <li>○ SWBAT explain how the balance between individual versus majority rule and state versus national authority is essential to the functioning of the American democratic society</li> <li>○ SWBAT evaluate financial, political, and social costs of national security</li> </ul> </li> </ul>		
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Monday	Tuesday	Wednesday	Thursday	Friday
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**ESSENTIAL QUESTION:**

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<p><b>Final Exam Review</b></p> <p><b>Unit 1: Foundations of American Gov Review</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT compare and contrast characteristics of limited and unlimited governments throughout the world, including constitutional, authoritarian, and totalitarian governments</li> <li>• SWBAT summarize the significance of the First and Second Continental Congresses, the Declaration of Independence, Shays’ Rebellion, and the Articles of Confederation of 1781 on the writing and ratification of the Constitution of the United States of 1787 and the Bill of Rights of 1791</li> <li>• SWBAT explain the main ideas of the debate over ratification that included the Federalist Papers</li> <li>• SWBAT analyze the Bill of Rights for its application to historical and current issues</li> <li>• SWBAT outline the formal process of amending the Constitution of the United States</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Assignment: Foundations of American Government Unit Review Guide (40 min) – students will review the foundations of American Democracy through key vocabulary, the political philosophers that influenced the founding fathers, and analyzing</p>	<p><b>Final Exam Review</b></p> <p><b>Unit 1: Foundations of American Gov Review</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT compare and contrast characteristics of limited and unlimited governments throughout the world, including constitutional, authoritarian, and totalitarian governments</li> <li>• SWBAT summarize the significance of the First and Second Continental Congresses, the Declaration of Independence, Shays’ Rebellion, and the Articles of Confederation of 1781 on the writing and ratification of the Constitution of the United States of 1787 and the Bill of Rights of 1791</li> <li>• SWBAT explain the main ideas of the debate over ratification that included the Federalist Papers</li> <li>• SWBAT analyze the Bill of Rights for its application to historical and current issues</li> <li>• SWBAT outline the formal process of amending the Constitution of the United States</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Assignment: Foundations of American Government Unit Review Guide (40 min) – students will review the foundations of American Democracy through key vocabulary,</p>	<p><b>Final Exam Review</b></p> <p><b>Unit 2: Federalism Review</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT summarize obligations that the Constitution of the United States places on a nation for the benefit of the States, including admitting new states and cooperative federalism</li> <li>• SWBAT evaluating the role of the national government in interstate relations</li> <li>• SWBAT analyze the Constitution of Alabama of 1901 to determine its impact on local funding and campaign funding</li> <li>• SWBAT describe the influence of special interest groups on state government</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Assignment: Federalism Review Guide (40 min) – students will review content from unit 2 on what federalism means; expressed powers, reserved powers, and concurrent powers; the Federalist vs Anti-Federalist debate; and identify key people in the Alabama state government</p> <p>Modified Version</p>	<p><b>Final Exam Review</b></p> <p><b>Unit 2: Federalism Review</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT summarize obligations that the Constitution of the United States places on a nation for the benefit of the States, including admitting new states and cooperative federalism</li> <li>• SWBAT evaluating the role of the national government in interstate relations</li> <li>• SWBAT analyze the Constitution of Alabama of 1901 to determine its impact on local funding and campaign funding</li> <li>• SWBAT describe the influence of special interest groups on state government</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Assignment: Federalism Review Guide (40 min) – students will review content from unit 2 on what federalism means; expressed powers, reserved powers, and concurrent powers; the Federalist vs Anti-Federalist debate; and identify key people in the Alabama state government</p> <p>Modified Version</p>	<p><b>Final Exam Review</b></p> <p><b>Unit 3: Branches of Gov Review</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT compare rules of operations and hierarchies of Congress, including roles of the Speaker of the House, the Senate President Pro Tempore, majority and minority leaders, and party whips</li> <li>• SWBAT identify the influence of White House staff on the President of the United States</li> <li>• SWBAT rank powers held by the President’s Cabinet, including roles of Cabinet secretaries, appropriations by Congress, appointment and confirmation, and operation of organization</li> <li>• SWBAT explain the structure and jurisdiction of court systems of the United States, including lower courts and appellate courts</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Assignment: Branches of Government Unit Review Guide (40 min) – students will review content from unit 3 on the branches of government including the leaders of each branch, responsibilities, members of Congress, and term lengths</p> <p>Modified Version</p>
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documents such as the Mayflower Compact and Magna Carta for how they influenced the Declaration of Independence and the Constitution  Modified Version (40 min)	the political philosophers that influenced the founding fathers, and analyzing documents such as the Mayflower Compact and Magna Carta for how they influenced the Declaration of Independence and the Constitution  Modified Version (40 min)			
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**ESSENTIAL QUESTION:**

<p><b>9</b></p> <p><b>Final Exam Review</b></p> <p><b>Unit 3: Elections Review</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT explain campaign funding and spending</li> <li>• SWBAT evaluate the impact of reappointment, redistricting, and voter turnout on elections</li> <li>• SWBAT explain the effect of attack advertisements on voter selection of candidates</li> <li>• SWBAT describe the influence of political parties on individuals and elected officials, including the development of party machines, rise of independent voters</li> <li>• Warm Up: CNN 10 (10 min)</li> </ul> <p>Foundations of Democracy Blooket Review (15 min)</p> <p>Assignment: Elections Unit Review Guide (25 min) – students will review content from unit 4 on</p>	<p><b>10</b></p> <p><b>Final Exam Review</b></p> <p><b>Unit 4: Elections Review</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT explain campaign funding and spending</li> <li>• SWBAT evaluate the impact of reappointment, redistricting, and voter turnout on elections</li> <li>• SWBAT explain the effect of attack advertisements on voter selection of candidates</li> <li>• SWBAT describe the influence of political parties on individuals and elected officials, including the development of party machines, rise of independent voters</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Federalism Blooket Review (15 min)</p> <p>Assignment: Elections Unit Review Guide (40 min) – students will review content from unit 4 on</p>	<p><b>11</b></p> <p><b>Final Exams Window</b></p> <p><b>Unit 4: Civil Liberties Review</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT explain how the balance between individual versus majority rule and state versus national authority is essential to the functioning of the American democratic society</li> <li>• SWBAT evaluate financial, political, and social costs of national security</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Branches of Government Blooket Review (15 min)</p> <p>Assignment: Civil Liberties Unit Review Guide (25 min) – students will review civil liberties as well as some</p>	<p><b>12</b></p> <p><b>Final Exams Window</b></p> <p><b>Unit 5: Civil Liberties Review</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT explain how the balance between individual versus majority rule and state versus national authority is essential to the functioning of the American democratic society</li> <li>• SWBAT evaluate financial, political, and social costs of national security</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Assignment: Civil Liberties Unit Review Guide (25 min) – students will review civil liberties as well as some American</p>	<p><b>13</b></p> <p><b>Final Exams Window</b></p> <p><b>1st Period (Advisory)</b> <b>2nd Period Government Exam</b> <b>3rd Period U.S. History II Exam</b> <b>4th Period Review</b></p> <p>Alabama Civic Exam</p> <p>Alabama Civic Exam Modified Version</p> <p>Alabama Civic Exam Spanish Version</p>
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elections, including key vocabulary, the election process, electoral college, and the effects of gerrymandering  Modified Version	elections, including key vocabulary, the election process, electoral college, and the effects of gerrymandering  Modified Version	American history and American geography questions to prepare for the Alabama Civil Exam  Modified Version	history and American geography questions to prepare for the Alabama Civil Exam  Modified Version  Civil Liberties Quizizz Review	
<b>ESSENTIAL QUESTION:</b>				
<b>16</b> <b>Final Exams Window</b> <b>1st Period (Advisory)</b> <b>4th Period Government Exam</b> <b>5th Period U.S. History II Exam</b> <b>6th Period Review</b>  Alabama Civic Exam  Alabama Civic Exam Modified Version  Alabama Civic Exam Spanish Version	<b>17</b> <b>Final Exams Window</b> <b>1st Period (Advisory)</b> <b>6th Period U.S. History II Exam</b> <b>7th Period Exam (Planning)</b> <b>8th Period Review</b>  Alabama Civic Exam  Alabama Civic Exam Modified Version  Alabama Civic Exam Spanish Version	<b>18</b> <b>Final Exams Window</b> <b>1st Period (Advisory)</b> <b>8th Period Government Exam</b> <b>2nd Period</b> <b>3rd Period</b>  Alabama Civic Exam  Alabama Civic Exam Modified Version  Alabama Civic Exam Spanish Version	<b>19</b> <b>Makeup Work</b>	<b>20</b> <b>End of Semester</b>  <b>Early Dismissal @1:00 p.m.</b>
<b>ESSENTIAL QUESTION:</b>				
<b>23</b> <b>Winter Break</b>	<b>24</b> <b>Winter Break</b>	<b>25</b> <b>Winter Break</b>	<b>26</b> <b>Winter Break</b>	<b>27</b> <b>Winter Break</b>
<b>ESSENTIAL QUESTION:</b>				
<b>30</b> <b>Winter Break</b>	<b>31</b> <b>Winter Break</b>			

# JANUARY

**Essential Question(s):**

- How does scarcity affect producer and consumer decision making?
- What are the three major economic systems and how do they relate and differ?

**Accommodations:** printed handouts, student-accessible powerpoint

**Modifications:** additional time, peep partner

**ELL Support:** peer partner, visual resources, additional time

**Standards:**

- **Unit 1: Basics of Economic Concepts and Decision Making**
  - SS10.E.1, SS10.E.2, SS10.E.3, SS10.E.6

**Objectives:**

- **Unit 1: Basics of Economic Concepts and Decision Making**
  - SWBAT explain how scarcity forces people to make choices and that choices involve opportunity costs
  - SWBAT explain how resources are necessary to produce goods and services
  - SWBAT use marginal costs and marginal benefits to make decisions
  - SWBAT identify and compare and contrast the characteristics of each basic type of economic system and know the three basic economic choices
  - SWBAT explain the determinants of demand and supply
  - SWBAT explain how changes in supply and demand affect prices and equilibrium quantity

Monday	Tuesday	Wednesday	Thursday	Friday
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**ESSENTIAL QUESTION:**

		1 <b>Winter Break</b>	2 <b>Winter Break</b>	3 <b>Winter Break</b>
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**ESSENTIAL QUESTION:**

6 <b>Teacher PD/Work Day</b>	7 <b>Teacher PD/Work Day</b>	8 <b>Teacher PD/Work Day</b>	9 <b>Welcome Back</b> <b>Objective(s):</b> CNN 10 (10 min)  2nd Semester Reset (10 min): go over new late work policy and setting expectations for the second semester  Assignment: Year Compass – students will reflect on 2024 and what they accomplished (30 min)	10 <b>E-Learning Day (due to weather)</b>  Assignment: complete Year Compass. Reflect on 2024 and set goals for 2025 and what you want your year to look like.
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**ESSENTIAL QUESTION:** How does scarcity affect producer and consumer decision making?

<p><b>13</b></p> <p><b>Welcome Back</b></p> <p>Warm Up: CNN 10 (10 min)</p> <p>Student Updates (5 min)</p> <p>Assignment: continue working on Year Compass and complete it. Reflect on what you accomplished or goals you didn't meet in 2024 and set goals for 2025 (35 min)</p>	<p><b>14</b></p> <p><b>Unit 1: Basics of Economic Concepts and Decision Making</b></p> <p><b>Early Economic Practices</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>SWBAT explain how scarcity forces people to make choices and that choices involve opportunity costs</li> <li>SWBAT explain how resources are necessary to produce goods and services</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Assignment: Early Economic Practices Guided Notes – students will take notes on the transition from bartering systems to using grain and then currency as economic units, the role of the manorial system in structuring medieval European society, and the limitations faced by peasants under feudal systems (30 min)</p>	<p><b>15</b></p> <p><b>Unit 1: Basics of Economic Concepts and Decision Making</b></p> <p><b>Medieval Economics</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>SWBAT explain how scarcity forces people to make choices and that choices involve opportunity costs</li> <li>SWBAT explain how changes in supply and demand affect prices and equilibrium quantity</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Video: Crash Course Economics #1 Intro to Economics – students will watch the video introducing them to the basics of economics and answer questions on paper (15 min)</p> <p>Assignment: Medieval Economics Guided Notes – students will take notes on the role of craft guilds in regulating trade and production in medieval European command economics, the impact of</p>	<p><b>16</b></p> <p><b>Unit 1: Basics of Economic Concepts and Decision Making</b></p> <p><b>Mercantile Game</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>SWBAT explain how scarcity forces people to make choices and that choices involve opportunity costs</li> <li>SWBAT explain how resources are necessary to produce goods and services</li> <li>SWBAT use marginal costs and marginal benefits to make decisions</li> <li>SWBAT explain how changes in supply and demand affect prices and equilibrium quantity</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Assignment: Mercantile Game – students will compete in groups to manage an inventory, set prices and tariffs on goods, and trade with each other to become the</p>	<p><b>17</b></p> <p><b>Unit 1: Basics of Economic Concepts and Decision Making</b></p> <p><b>Mercantile Game</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>SWBAT explain how scarcity forces people to make choices and that choices involve opportunity costs</li> <li>SWBAT explain how resources are necessary to produce goods and services</li> <li>SWBAT use marginal costs and marginal benefits to make decisions</li> <li>SWBAT explain how changes in supply and demand affect prices and equilibrium quantity</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Assignment: Mercantile Game – students will compete in groups to manage an inventory, set prices and tariffs on goods, and trade with each other to become the wealthiest mercantile country (40 min)</p>
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	Early Economic Practices Presentation	the Hanseatic League on Northern European trade networks, and the principles of mercantilism and its influence on monarchial economic policies in the Middle Ages (25 min)  Medieval Economics Presentation	wealthiest mercantile country (40 min)	
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**ESSENTIAL QUESTION:** How does scarcity affect producer and consumer decision making?

<b>20</b>  <b>MLK Day</b>	<b>21</b>  <b>Unit 1: Basics of Economic Concepts and Decision Making</b>  E-Learning Day due to weather	<b>22</b>  <b>Unit 1: Basics of Economic Concepts and Decision Making</b>  Makeup Work – students will finish their E-Learning assignment from Tuesday and any notes they haven't completed from the previous week	<b>23</b>  <b>Unit 1: Basics of Economic Concepts and Decision Making</b>  Objective(s): <ul style="list-style-type: none"> <li>• SWBAT explain how scarcity forces people to make choices and that choices involve opportunity costs</li> <li>• SWBAT explain how resources are necessary to produce goods and services</li> <li>• SWBAT identify and compare and contrast the characteristics of each basic type of economic system and know the three basic economic choices</li> </ul> Warm Up: CNN 10 (10 min)  Video: the Enlightenment	<b>24</b>  <b>Unit 1: Basics of Economic Concepts and Decision Making</b>  Objective(s): <ul style="list-style-type: none"> <li>• SWBAT explain how scarcity forces people to make choices and that choices involve opportunity costs</li> <li>• SWBAT explain how resources are necessary to produce goods and services</li> </ul> Warm Up: CNN 10 (10 min)  Assignment: Masters of Money Part 1 John Maynard Keynes – students will watch the documentary episode examining the influence of Keynes on the modern economy and follow along with the question sheet (40 min)  Jeff State Field Trip
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			<p>– students will watch a Crash Course video on the Enlightenment as a refresher on the time period to better understand the impact of Enlightenment philosophers on politics, economics, and religion (15 min)</p> <p>Assignment: The Economic Impact of the European Enlightenment Guided Notes – students will take notes on John Locke and Enlightenment philosophy and how it changed economic structures and lead to increased urbanization in the 1700s and 1800s and laid the groundwork for the industrial revolution(25 min)</p>	
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**ESSENTIAL QUESTION:** How does scarcity affect producer and consumer decision making?

<p><b>27</b></p> <p><b>Unit 1: Basics of Economic Concepts and Decision Making</b></p> <p><b>New Pre-Modern Economic Institutions and Entities</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT identify and compare and contrast the characteristics of each basic type of economic system and know the three basic economic</li> </ul>	<p><b>28</b></p> <p><b>Unit 1: Basics of Economic Concepts and Decision Making</b></p> <p><b>Capitalism and the Free Market</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT identify and compare and contrast the characteristics of each basic type of economic system and know the three basic economic choices</li> </ul>	<p><b>29</b></p> <p><b>Unit 1: Basics of Economic Concepts and Decision Making</b></p> <p><b>Capitalism and Microeconomics</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT identify and compare and contrast the characteristics of each basic type of economic system and know the three basic economic choices</li> </ul>	<p><b>30</b></p> <p><b>Unit 1: Basics of Economic Concepts and Decision Making</b></p> <p><b>Supply and Demand</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT explain the determinants of demand and supply</li> <li>• SWBAT explain how changes in supply and demand affect prices and equilibrium quantity</li> </ul> <p>Warm Up: CNN 10 (10</p>	<p><b>31</b></p> <p><b>Unit 1: Basics of Economic Concepts and Decision Making</b></p> <p><b>Capitalism and Microeconomics</b></p> <p>Objective(s):</p> <ul style="list-style-type: none"> <li>• SWBAT identify and compare and contrast the characteristics of each basic type of economic system and know the three basic economic choices</li> <li>• SWBAT explain the determinants of</li> </ul>
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<p>choices</p> <p>Warm Up: CNN 10 (10 min)</p> <p>Video: Crash Course Economics #3 – students will watch a video on economic systems and macroeconomics and respond to a question guide (15 min)</p> <p>Assignment: Pre-Modern Economic Institutions and Entities Guided Notes – students will take notes on the creation of joint-stock companies, how early corporations changed investment and liability, and the role of stable banking systems (25 min)</p> <p>Presentation</p>	<p>Warm Up: CNN 10 (10 min)</p> <p>Video: Crash Course Economics #11 – students will watch a video on money and finance and respond to a question guide (15 min)</p> <p>Assignment: Capitalism and the Free Market Guided Notes – students will take notes on the principles of Adam Smith’s capitalism and how it differed from mercantilism, how the free market competition led to innovative and optimal pricing, and the role of the “Invisible Hand” in aligning individual profit motives with societal needs</p> <p>Presentation</p>	<ul style="list-style-type: none"> <li>SWBAT explain the determinants of demand and supply</li> <li>SWBAT explain how changes in supply and demand affect prices and equilibrium quantity</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Activity: Capitalism and Microeconomics Escape Room – students will compete as individuals or small groups to solve four clues to gain the exit code. Each clue will contain short readings or puzzles related to supply and demand and free markets.</p> <p>CRP: students will engage with cultural competence and academic achievement through hearing and discussing current events on CNN 10 and practicing the use of key vocabulary and economic concepts to solve the clues in the Escape Room</p>	<p>min)</p> <p>Video: Crash Course Economics #4 Supply and Demand – students will watch a video on supply and demand and respond to questions (15 min)</p> <p>Assignment: The Microeconomics of Capitalism Guided Notes – students will take notes on the relationship between supply and demand, the effects of shortages and surpluses on pricing and production decisions, and how the laws of supply and demand regulate production and consumption in capitalist economies (25 min)</p> <p>Presentation</p>	<p>demand and supply</p> <ul style="list-style-type: none"> <li>SWBAT explain how changes in supply and demand affect prices and equilibrium quantity</li> </ul> <p>Warm Up: CNN 10 (10 min)</p> <p>Activity: Capitalism and Microeconomics Escape Room – students will compete as individuals or small groups to solve four clues to gain the exit code. Each clue will contain short readings or puzzles related to supply and demand and free markets.</p>
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<p><b>FEBRUARY</b></p> <p><b>Accommodations:</b> printed handouts, student-accessible powerpoint</p> <p><b>Modifications:</b> additional time, peep partner</p> <p><b>ELL Support:</b> peer partner, visual resources, additional time</p>	<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li><b>Unit 1: Basics of Economic Concepts and Decision Making</b> <ul style="list-style-type: none"> <li>SS10.E.1, SS10.E.2, SS10.E.3, SS10.E.6</li> </ul> </li> <li><b>Unit 2: the Role of Government in the Economy</b> <ul style="list-style-type: none"> <li>SS10.E.4, SS10.E.5, SS10.E.11</li> </ul> </li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li><b>Unit 1: Basics of Economic Concepts and Decision Making</b> <ul style="list-style-type: none"> <li>SWBAT explain how scarcity forces people to make choices and that choices involve opportunity costs</li> <li>SWBAT explain how resources are necessary to produce goods and services</li> <li>SWBAT use marginal costs and marginal benefits to make decisions</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>○ SWBAT identify and compare and contrast the characteristics of each basic type of economic system and know the three basic economic choices</li> <li>○ SWBAT explain the determinants of demand and supply</li> <li>○ SWBAT explain how changes in supply and demand affect prices and equilibrium quantity</li> <li>● <b>Unit 2: the Role of Government in the Economy</b> <ul style="list-style-type: none"> <li>○ SWBAT explain the roles of government in a market economy</li> <li>○ SWBAT explain the four components of the expenditure approach to GDP and calculate it themselves</li> <li>○ SWBAT understand how productivity is calculated and can be increased</li> <li>○ SWBAT explain the role of Congress and the President in promoting economic stability through the use of discretionary fiscal policy</li> <li>○ SWBAT explain how government spending and taxes act automatically to help stabilize the economy</li> </ul> </li> </ul>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>

**ESSENTIAL QUESTION:** What are the three major economic systems and how do they relate and differ?

<b>3</b> <b>Unit 1: Basics of Economic Concepts and Decision Making</b>  Objective(s): Warm Up: Assignment:	<b>4</b> <b>Unit 1: Basics of Economic Concepts and Decision Making</b>  Objective(s): Warm Up: Assignment:	<b>5</b> <b>Unit 1: Basics of Economic Concepts and Decision Making</b>  Objective(s): Warm Up: Assignment:	<b>6</b> <b>Unit 1: Basics of Economic Concepts and Decision Making</b>  Objective(s): Warm Up: Assignment:	<b>7</b> <b>Unit 1: Basics of Economic Concepts and Decision Making</b>  Objective(s): Warm Up: Assignment:
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**ESSENTIAL QUESTION:** What are the three major economic systems and how do they relate and differ?

<b>10</b> <b>Unit 1: Basics of Economic Concepts and Decision Making</b>  Objective(s): Warm Up: Assignment:	<b>11</b> <b>Unit 1: Basics of Economic Concepts and Decision Making</b>  Objective(s): Warm Up: Assignment:	<b>12</b> <b>Unit 1: Basics of Economic Concepts and Decision Making</b>  Objective(s): Warm Up: Assignment:	<b>13</b> <b>Unit 1: Basics of Economic Concepts and Decision Making</b>  Objective(s): Warm Up: Assignment:	<b>14</b> <b>Unit 1: Basics of Economic Concepts and Decision Making</b>  Objective(s): Warm Up: Assignment:
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**ESSENTIAL QUESTION:**

<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
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February Break				
<b>ESSENTIAL QUESTION:</b>				
<b>24</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:	<b>25</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:	<b>26</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:	<b>27</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:	<b>28</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:

<b>MARCH</b> <b>Accommodations:</b> printed handouts, student-accessible powerpoint <b>Modifications:</b> additional time, peep partner <b>ELL Support:</b> peer partner, visual resources, additional time	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <b>Unit 2: the Role of Government in the Economy</b> <ul style="list-style-type: none"> <li>◦ SS10.E.4, SS10.E.5, SS10.E.11</li> </ul> </li> </ul> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• <b>Unit 2: the Role of Government in the Economy</b> <ul style="list-style-type: none"> <li>◦ SWBAT explain the roles of government in a market economy</li> <li>◦ SWBAT explain the four components of the expenditure approach to GDP and calculate it themselves</li> <li>◦ SWBAT understand how productivity is calculated and can be increased</li> <li>◦ SWBAT explain the role of Congress and the President in promoting economic stability through the use of discretionary fiscal policy</li> <li>◦ SWBAT explain how government spending and taxes act automatically to help stabilize the economy</li> </ul> </li> </ul>
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<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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<b>ESSENTIAL QUESTION:</b>				
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<b>3</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:	<b>4</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:	<b>5</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:	<b>6</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:	<b>7</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:
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<b>ESSENTIAL QUESTION:</b>				
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<b>10</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:	<b>11</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:	<b>12</b> <b>E-Learning</b> <b>11th Grade Testing</b>	<b>13</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:	<b>14</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:
<b>ESSENTIAL QUESTION:</b>				
<b>17</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:	<b>18</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:	<b>19</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:	<b>20</b> <b>Unit 2: the Role of the Government in the Economy</b> Objective(s): Warm Up: Assignment:	<b>21</b> <b>End of 3rd Quarter</b>
<b>ESSENTIAL QUESTION:</b>				
<b>24</b> <b>Spring Break</b>	<b>25</b> <b>Spring Break</b>	<b>26</b> <b>Spring Break</b>	<b>27</b> <b>Spring Break</b>	<b>28</b> <b>Spring Break</b>
<b>ESSENTIAL QUESTION:</b>				
<b>31</b> <b>Unit 3:</b>				

<b>APRIL</b>  <b>Accommodations:</b> printed handouts, student-accessible powerpoint  <b>Modifications:</b> additional time, peep partner  <b>ELL Support:</b> peer partner, visual resources, additional	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <b>Unit 3:</b></li> <li>• <b>Unit :</b></li> </ul> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• <b>Unit 3:</b></li> <li>• <b>Unit :</b></li> </ul>
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time				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>ESSENTIAL QUESTION:</b>				
	<b>1</b> Unit 3	<b>2</b> Unit 3	<b>3</b>	<b>4</b>
<b>ESSENTIAL QUESTION:</b>				
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>ESSENTIAL QUESTION:</b>				
<b>14</b> E-Learning ACAP Testing for 6th, 7th, and 8th Grade	<b>15</b> E-Learning ACAP Testing for 6th, 7th, and 8th Grade	<b>16</b> E-Learning ACAP Testing for 6th, 7th, and 8th Grade	<b>17</b> E-Learning ACAP Testing for 6th, 7th, and 8th Grade	<b>18</b> E-Learning ACAP Testing for 6th, 7th, and 8th Grade
<b>ESSENTIAL QUESTION:</b>				
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>ESSENTIAL QUESTION:</b>				
<b>28</b>	<b>29</b>	<b>30</b>		

<b>MAY</b>		<b>Standards:</b>		
<b>Accommodations:</b> printed handouts, student-accessible powerpoint		<ul style="list-style-type: none"> <li>• Unit :</li> <li>• Unit :</li> </ul>		
<b>Modifications:</b> additional time, peep partner		<b>Objectives:</b>		
<b>ELL Support:</b> peer partner, visual resources, additional time		<ul style="list-style-type: none"> <li>• Unit :</li> <li>• Unit :</li> </ul>		
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>ESSENTIAL QUESTION:</b>				
			<b>1</b>	<b>2</b> Weather Day/ Teacher

				Work Day
<b>ESSENTIAL QUESTION:</b>				
5	6	7	8	9
<b>ESSENTIAL QUESTION:</b>				
12	13	14	15	16
<b>ESSENTIAL QUESTION:</b>				
19	20	21 Final Exam Window	22 Final Exam Window	23 Final Exam Window
<b>ESSENTIAL QUESTION:</b>				
26 Memorial Day	27 Final Exam Window	28 Final Exam Window High School Graduation	29 Final Exam Window Last Day of School Early Dismissal @1:00 p.m.	30 Last Day of School for Teachers

<b>Month</b>  <b>Accommodations:</b> printed handouts, student-accessible powerpoint  <b>Modifications:</b> additional time, peep partner  <b>ELL Support:</b> peer partner, visual resources, additional time		<b>Standards:</b> <ul style="list-style-type: none"> <li>• Unit :</li> <li>• Unit :</li> </ul> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• Unit :</li> <li>• Unit :</li> </ul>		
Monday	Tuesday	Wednesday	Thursday	Friday
<b>ESSENTIAL QUESTION:</b>				
<b>ESSENTIAL QUESTION:</b>				
<b>ESSENTIAL QUESTION:</b>				

<b>ESSENTIAL QUESTION:</b>				
<b>ESSENTIAL QUESTION:</b>				