



# Government 11th Grade Social Studies Mapping/Pacing Guide 2018-2019

## *Topics & Standards*

### Quarter 1

#### **Unit 1: Basic Principles of the U.S. Constitution**

##### **-Enlightenment Thinkers and philosophies**

##### **-Development of U.S. government**

5. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.
6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.

##### **-Structure of the U.S. Constitution**

##### **-Principles of Government**

7. 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.
8. The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.

##### **-Amendments**

9. The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War.
10. Amendments 16 through 19 responded to calls for reform during the Progressive Era.
11. Four amendments have provided for extensions of suffrage to disenfranchised groups.
12. Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances.
13. Amendments 11, 21 and 27 have addressed unique historical circumstances.


#### **Unit 2: Structure and Functions of the Federal Government**

##### **-Powers of government**

##### **-Functions of the 3 branches**

14. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.
15. The political process creates a dynamic interaction among the three branches of government in addressing current issues.

# Government 11th Grade Social Studies Mapping/Pacing Guide 2018-2019


<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><b>Basic Principles of the U.S. Constitution</b></p> <p><b>5 Weeks</b></p>	<p><b>UBD Framework</b></p> <p>Unit: Principal Origins of the Constitution</p> <p>Unit: Amendments</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 4-6 tasks that reach DOK 3-4 AND/OR</li> <li>• 3-4 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Self-Check Quiz</li> </ul>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.11-12.1 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.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2 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.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Reading Essentials</li> <li>• Graphic Novels</li> <li>• Biographies</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Ohio Public Library Information Network</li> </ul>	<p>McGraw Hill Building Citizenship- Civics and Economics (Chapter 1-4)</p> <p>Defined Stem</p> <p>Discovery Education</p> <p>Reading Like a Historian</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://www.icivics.com">www.icivics.com</a> (Interactive tools and activities about civics)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediate.”</b></p>

# Government 11th Grade Social Studies Mapping/Pacing Guide 2018-2019


<p style="text-align: center;"><i><b>Structure and Functions of the Federal Government</b></i></p> <p style="text-align: center;"><i><b>3 Weeks</b></i></p>	<p style="color: red;"><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Self-Check Quiz</li> </ul>	<p style="text-align: center;"><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.11-12.3</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p style="text-align: center;"><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Reading Essentials</li> <li>• Graphic Novels</li> <li>• Biographies</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Ohio Public Library Information Network</li> </ul>	<p style="text-align: center;">McGraw Hill</p> <p style="text-align: center;">Building Citizenship- Civics and Economics (Chapter 5-7)</p> <p style="text-align: center;">Defined Stem</p> <p style="text-align: center;">Discovery Education</p> <p style="text-align: center;">Reading Like a Historian</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://www.icivics.com">www.icivics.com</a> (Interactive tools and activities about civics)</p> <p style="color: purple;"><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediate.”</b></p>
---	---	--	---	---

# Government 11th Grade Social Studies Mapping/Pacing Guide 2018-2019

<p><b>Topics &amp; Standards</b></p> <p style="text-align: center;"><u>Quarter 2</u></p>	<p><b>Unit 3: Civic Participation and Skills (5 w)</b></p> <p><b>-Political Parties, Mass Media, and Interest Groups</b></p> <ol style="list-style-type: none"> <li>1. Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.</li> <li>2. Political parties, interest groups and the media provide opportunities for civic involvement through various means</li> </ol> <p><b>-Elections and Voting Behavior</b></p> <ol style="list-style-type: none"> <li>3. Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.</li> <li>4. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.</li> </ol> <p><b>Unit 4: Public Policy (3 w)</b></p> <p><b>-Legislative Branch</b></p> <ol style="list-style-type: none"> <li>21. A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.</li> <li>22. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.</li> </ol>
--	---

<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><i>Civic Participation and Skills</i></p> <p><b>5 Weeks</b></p>	<p style="color: red; text-align: center;"><b>UBD Framework</b></p> <p>Unit: Political Parties, Interest Groups, Media</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 4-6 tasks that reach DOK 3-4 AND/OR</li> </ul>	<p style="text-align: center;"><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RH.11-12.8</p>	<p>McGraw Hill Building Citizenship-Civics and Economics (Chapter 8-9)</p> <p>Defined Stem</p> <p>Discovery Education</p> <p>Reading Like a Historian</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a></p>

# Government 11th Grade Social Studies Mapping/Pacing Guide 2018-2019

	<ul style="list-style-type: none"> <li>• 3-4 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><b><u>McGraw-Hill Assessment Resources</u></b></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Self-Check Quiz</li> </ul>	<p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b><u>McGraw-Hill Text Literacy Resources</u></b></p> <ul style="list-style-type: none"> <li>• Reading Essentials</li> <li>• Graphic Novels</li> <li>• Biographies</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Ohio Public Library Information Network</li> </ul>		<p>(Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://www.icivics.com">www.icivics.com</a> (Interactive tools and activities about civics)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."</b></p>
<p><i>Public Policy</i></p> <p><b>3 Weeks</b></p>	<p><b>UBD Framework</b></p> <p>Unit: Legislative Branch</p>  <p>Pre-Assessment</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> </ul>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.11-12.4 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 (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p> <p>CCSS.ELA-LITERACY.RH.11-12.5</p>	<p>McGraw Hill Building Citizenship-Civics and Economics (Chapter 10-13)</p> <p>Defined Stem</p> <p>Discovery Education</p> <p>Reading Like a Historian</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p>

# Government 11th Grade Social Studies Mapping/Pacing Guide 2018-2019

	<ul style="list-style-type: none"> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><b><u>McGraw-Hill Assessment Resources</u></b></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Self-Check Quiz</li> </ul>	<p>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p style="text-align: center;"><b><u>McGraw-Hill Text Literacy Resources</u></b></p> <ul style="list-style-type: none"> <li>• Reading Essentials</li> <li>• Graphic Novels</li> <li>• Biographies</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Ohio Public Library Information Network</li> </ul>		<p><a href="http://www.icivics.com">www.icivics.com</a> (Interactive tools and activities about civics)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediate.”</b></p>
--	--	--	--	--

# Government 11th Grade Social Studies Mapping/Pacing Guide 2018-2019

<p><b>Topics &amp; Standards</b></p> <p style="text-align: center;"><u>Quarter 3</u></p>	<p><b>Unit 4: Public Policy (continued from 2<sup>nd</sup> Quarter)</b></p> <p><b>-Executive Branch</b></p> <p><b>-Judicial Branch</b></p> <p>21. A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.</p> <p>22. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.</p> <p><b>Unit 5: Role of the People</b></p> <p><b>-Civil Liberties</b></p> <p>16. In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.</p> <p>17. 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>
--	---

<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><b>Public Policy</b></p> <p style="text-align: center;"><b>6 Weeks</b></p>	<p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 4-6 tasks that reach DOK 3-4 AND/OR</li> <li>• 3-4 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> </ul>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.11-12.1</p> <p>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.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2</p> <p>Determine the central ideas or</p>	<p>McGraw Hill</p> <p>Building Citizenship-Civics and Economics (Chapter 10-13)</p> <p>Defined Stem</p> <p>Discovery Education</p> <p>Reading Like a Historian</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a></p>

# Government 11th Grade Social Studies Mapping/Pacing Guide 2018-2019

	<ul style="list-style-type: none"> <li>At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill</u> <u>Assessment Resources</u></p> <ul style="list-style-type: none"> <li>Lesson Quiz</li> <li>Lesson Review</li> <li>Chapter Assessment</li> <li>Self-Check Quiz</li> </ul>	<p>information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA-LITERACY.RH.11-12.5</p> <p>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>Reading Essentials</li> <li>Graphic Novels</li> <li>Biographies</li> <li>Research and Writing Skills</li> <li>Content/Academic Vocabulary</li> <li>Ohio Public Library Information Network</li> </ul>		<p>(Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://www.icivics.com">www.icivics.com</a> (Interactive tools and activities about civics)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediate.”</b></p>
<p><i><b>Role of the People</b></i></p> <p><i><b>3 Weeks</b></i></p>	<p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.11-12.3</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual</p>	<p>McGraw Hill Building Citizenship-Civics and Economics (Chapter 14)</p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p>



# Government 11th Grade Social Studies Mapping/Pacing Guide 2018-2019

	<ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill</u> <u>Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Self-Check Quiz</li> </ul>	<p>evidence, acknowledging where the text leaves matters uncertain.</p> <p><u>McGraw-Hill Text Literacy</u></p> <p style="text-align: center;"><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Reading Essentials</li> <li>• Graphic Novels</li> <li>• Biographies</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Ohio Public Library Information Network</li> </ul>	<p>Discovery Education</p> <p>Reading Like a Historian</p>	<p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://www.icivics.com">www.icivics.com</a> (Interactive tools and activities about civics)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediate.”</b></p>
--	---	--	--	--

# Government 11th Grade Social Studies Mapping/Pacing Guide 2018-2019

<b>Topics &amp; Standards</b>	<p><b>Unit 5 Project- Mock Trial</b></p>
<b>Quarter 4</b>	<p><b>Unit 6: Government and the Economy</b>  <b>-Economic Decisions of Government</b></p> <p>23. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.          24. 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>Unit 7: Ohio’s State and Local Government</b>  <b>-Ohio Constitution of 1851</b></p> <p>18. The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio.          19. As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.</p> <p><b>-Local Government</b></p> <p>20. 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>

<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<i>Mock Trial</i>  <i>3 Weeks</i>	<p><b>UBD Framework</b>            Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> </ul>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.11-12.8            Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CCSS.ELA-LITERACY.RH.11-12.9            Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an</p>	<p>McGraw Hill            Building Citizenship- Civics and Economics (Chapter 15)</p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a>            (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a>            (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a>            (Reading Like a Historian lessons and activities)</p>

# Government 11th Grade Social Studies Mapping/Pacing Guide 2018-2019

	<ul style="list-style-type: none"> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>Lesson Quiz</li> <li>Lesson Review</li> <li>Chapter Assessment</li> <li>Self-Check Quiz</li> </ul>	<p>idea or event, noting discrepancies among sources.</p> <p style="text-align: center;"><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>Reading Essentials</li> <li>Graphic Novels</li> <li>Biographies</li> <li>Research and Writing Skills</li> <li>Content/Academic Vocabulary</li> <li>Ohio Public Library Information Network</li> </ul>	<p>Discovery Education</p> <p style="text-align: center;">Reading Like a Historian</p>	<p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://www.icivics.com">www.icivics.com</a> (Interactive tools and activities about civics)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."</b></p>
<p style="text-align: center;"><i>Government and Economy</i></p> <p style="text-align: center;"><i>2 Weeks</i></p>	<p style="text-align: center;"><b>UBD Framework</b></p> <p>Unit: _____</p> <p style="text-align: center;"><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>3-5 tasks that reach DOK 3-4 AND/OR</li> <li>2-3 FATPS/RAFTS</li> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>Lesson Quiz</li> </ul>	<p style="text-align: center;"><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>McGraw Hill Building Citizenship-Civics and Economics (Chapter 20)</p> <p>Defined Stem</p> <p>Discovery Education</p> <p style="text-align: center;">Reading Like a Historian</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://www.icivics.com">www.icivics.com</a> (Interactive tools and activities about civics)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."</b></p>

# Government 11th Grade Social Studies Mapping/Pacing Guide 2018-2019

	<ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Self-Check Quiz</li> </ul>	<p style="text-align: center;"><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Reading Essentials</li> <li>• Graphic Novels</li> <li>• Biographies</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Ohio Public Library Information Network</li> </ul>		
<p><i>Ohio's State and Local Government</i></p> <p><b>3 Weeks</b></p>	<p style="color: red;"><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-5 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Lesson Review</li> <li>• Chapter Assessment</li> </ul>	<p style="text-align: center;"><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p style="text-align: center;"><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Reading Essentials</li> <li>• Graphic Novels</li> <li>• Biographies</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Ohio Public Library Information Network</li> </ul>	<p>McGraw Hill Building Citizenship-Civics and Economics (Chapter 11-12)</p> <p>Defined Stem</p> <p>Discovery Education</p> <p>Reading Like a Historian</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://www.icivics.com">www.icivics.com</a> (Interactive tools and activities about civics)</p> <p style="color: purple;"><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediate."</b></p>

# Government 11th Grade Social Studies Mapping/Pacing Guide 2018-2019

- |  |   |  |  |  |
|--|---|--|--|--|
|  | <ul style="list-style-type: none"><li>• Self-Check Quiz</li></ul> |  |  |  |
|--|---|--|--|--|