

**California History-Social Science Framework
Connections to “Washington’s Cabinet” SRE scenario.**

Appendix E – Education for Democracy: Civic Education in the History-Social Science Curriculum

“High-quality civic education develops critical participatory skills that include listening and speaking, working together, encouraging and analyzing various points of view, engaging in civil discourse, deliberation, debate, team building, consensus building, compromise, and effective communication and presentation.”

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**Appendix C – Grades nine through twelve – Historical and Social Science Analysis Skills
Historical Interpretation**

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Connecting with Past Studies: The Nation’s Beginnings (11th Grade)

Chapter 16

- What are key tenets of American democracy?

The course begins with a selective review of United States history, with an emphasis on two major topics—the nation’s beginnings, linked to the tenth-grade retrospective on the Enlightenment and the rise of democratic ideas...

Special attention is given to the ideological origins of the American Revolution and its grounding in the democratic political tradition and the natural rights philosophy of the Founding Fathers, especially the ideas of liberty, equality, and individual pursuit of happiness. This framing of the Constitution provides a background for understanding the contemporary constitutional issues raised throughout this course.

Chapter 17 – Grade 12

Fundamental Principles of American Democracy

The semester begins with an examination of the ideas that have shaped the American democratic system.... They explore the influence of Enlightenment ideas upon the Constitutional Framers’ support of republicanism, content that was first introduced to students in the seventh grade and continued throughout the tenth- and eleventh-grade curriculum, focusing on California History.

To organize their study of this topic, teachers may have students consider questions to determine the role of government:

- Why do we need a government?
- How much power should government have over its citizens?
- What do the terms liberty and equality mean, and how do they relate to each other?
- What are the dangers of a democratic system?

Through close reading and analysis of the Declaration of Independence, the Federalist Papers and the anti-Federalist response, the Constitution, and the Bill of Rights, students analyze the tension and balance between promotion of the public good and the protection of individual liberties.

The Three Branches of Government as Established by the U.S. Constitution

- Why does the Constitution both grant power and take it away?
- What is the most powerful branch of government?
- Why does it take so long for the government to act?

Deriving its power from the governed and the principles of civil society, the U.S. Constitution delineates the unique roles and responsibilities of the three branches of the federal government and the relationship between the federal government and the states.

Students begin their in-depth study of the legislative, executive, and judicial branches by considering the question **Why does the Constitution both grant power and take it away?**

Students focus their study on Articles I, II, ... of the Constitution to both clarify the individual responsibilities of each branch and, at the same time, detail the connections between branches and the system of separation of powers and checks and balances. Students do this in order to highlight the Constitution's dual purpose—to enumerate power and to limit the abuse of that power

As students investigate the individual powers of each branch (and the checks upon those powers), they develop their own answer to the question **What is the most powerful branch of government?** by using both historical and current evidence to support their interpretation.

Throughout their study, students should be encouraged to investigate the issue of government gridlock, using the question **Why does it take so long for government to act?**

Article II: The Executive Branch

In this unit, students document the evolution of the presidency and the growth of executive powers in modern history.

Federalism: Different Levels of Government

- Why are powers divided among different levels of government?
- What level of government is the most important to me—local, state, tribal, or federal?
- What level of government is the most powerful—local, state, tribal, or federal?

Appendix C- History-Social Science Content Standards:

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

5. Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), ...enumerated powers, rule of law, federalism, and civilian control of the military.

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press ...

Common Core State Standards Initiative – English Language Arts

Below, please find ELA standards developed in the Situation Room Experience.

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Maryland High School Assessment in American Government Connections to “Washington’s Cabinet” SRE scenario.

Structure of the Origins of Government

The student will evaluate how the principles of government assist or impede the functioning of government by:

- Describing how the Constitution structures the government and provides for separation of powers, checks and balances, and judicial review, in such a way as to limit governmental power in favor of the people.
- Explaining how the delegated, reserved, concurrent, and denied powers of government are divided in federalism and shared between national and state levels.

The Legislative Branch

The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions by:

- Explaining tools used by political parties, interest groups, lobbyists, candidates, the media and citizens to impact elections, public policy, and public opinion
- Evaluating how the roles and strategies that individuals and groups use to influence government policy and institutions affect the concepts of government.

The student will evaluate how the principles of government assist or impede the functioning of the [Legislative Branch] of government by:

- Describing how laws are made and the tools that assist and/or impede the process.

The Executive Branch

The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and/or safety by:

- Describing the purpose, limitations and impact of executive orders in protecting rights, maintaining order, and providing safety for citizens.
- Analyzing the impact of crisis on expansion of state and federal government power.
- Evaluating the role of the state and federal governments concerning issues related to public safety and maintaining order and how those decisions affect individuals and groups.

Economic Policy

The student will evaluate how governments affect the answers to the basic economic questions of what to produce, how to produce, and for whom to produce by:

- Evaluating the role of the United States government in answering the basic economic questions.

The student will evaluate the effectiveness of current monetary and fiscal policy on promoting full employment, price stability, and economic performance by:

- Describing the role of the state and federal legislative branches in developing fiscal policy.

- Evaluating the effectiveness of fiscal policy in achieving economic growth, full employment, and price stability.

Domestic Policy

The student will analyze the roles and relationships of regions on the formation and implementation of government policy by:

- Explaining how geographic characteristics and shared interests stimulate regional cooperation between governments and influence foreign policy and effect political decision-making.
- Analyzing the importance of regional characteristics and interests including economic development, natural resources, climate and environmental issues, and population shifts in formulating local, state, and national government policy.
- Analyzing patterns, trends, and projections of population and how these may affect environmental policy, education spending, health care, and social security

Foreign Policy

The student will analyze economic, political, and social issues and their effect on foreign policies of the United States by:

- Analyzing the conflicting demands of the United States foreign policy goals of trade, national security, and human rights.
- Contrasting isolationism versus interventionism in United States foreign policy.
- Explaining the tools used by the president to develop and implement foreign policy

MD Grade 9&10-Foundations & Principles of Government & Constitution (C3 Framework)

D2.His.9-10 Evaluate how historical events and developments were shaped by circumstances of time and place as well as broader historical contexts

D2. Civ.9-10 Evaluate core principles of government established by the founding documents of the United States and apply them to real-world situations.

MD Grade 9&10-Foundations & Principles of Government & Constitution (Common Core Standards)

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Virginia History & Social Science Standards of Learning - March 2015
Connections to “Washington’s Cabinet” SRE scenario.

GOVT.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) planning inquiries by synthesizing information from diverse primary and secondary sources;
- b) analyzing how political and economic trends influence public policy, using demographic information and other data sources
- c) comparing and contrasting historical, cultural, economic, and political perspectives;
- d) evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;
- e) constructing informed, analytic arguments, using evidence from multiple sources to introduce and support substantive and significant claims;
Explaining how cause-and-effect relationships impact political and economic events
- H) using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences
- i) applying civic virtues and democratic principles to make collaborative decisions; and

GOVT.5 The student will apply social science skills to understand the concepts of democracy by

- d) recognizing majority rule and minority rights
- c) Recognizing the necessity of compromise
- d) Recognizing the freedom of the individual

GOVT.4 The student will apply social science skills to understand the Constitution of the United States by

- c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
- d) defining the structure of the national government outlined in Article I, Article II, and Article III;

GOVT.5 The student will apply social science skills to understand the federal system of government described in the Constitution of the United States by

- a) evaluating the relationship between the state government and the national government;
- b) examining the extent to which power is shared;

GOVT.7 The student will apply social science skills to understand the organization and powers of the national government by

- a) examining the legislative, executive, and judicial branches;
- b) analyzing the relationships among the three branches in a system of checks and balances and separation of powers; and
- c) investigating and explaining the ways individuals and groups exert influence on the national government.

GOVT.9 The student will apply social science skills to understand the process by which public policy is made by

- b) examining different perspectives on the role of government
- f) analyzing how the incentives of individuals, interest groups, and the media influence public policy;

GOVT.12 The student will apply social science skills to understand the role of the United States in a changing world by

- a) describing the responsibilities of the national government for foreign policy and national security;
- b) assessing the role of national interest in shaping foreign policy and promoting world peace; and
- c) examining the relationship of Virginia and the United States to the global economy, including trends in international trade.

GOVT.13 The student will apply social science skills to understand how world governments and economies compare and contrast with the government and the economy in the United States by

- a) describing the distribution of governmental power;
- b) explaining the relationship between the legislative and executive branches;
- c) comparing and contrasting the extent of participation in the political process; and
- d) comparing and contrasting economic systems.

Skills

VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;
- b) using geographic information to determine patterns and trends in United States history;
- d) constructing arguments, using evidence from multiple sources;
- 3) comparing and contrasting historical, cultural, economic, and political perspectives in United States history;
- f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;
- g) analyzing multiple connections across time and place;
- h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;

Early America: Settlement and Colonization

VUS.2 The student will apply social science skills to understand the impact of the Age of Exploration by

- b) analyzing the cultural interactions among American Indians, Europeans, and Africans

VAUS.3 The student will apply social science skills to understand early European colonization by

- a) evaluating the economic characteristics of the colonies;
- b) analyzing how social and political factors impacted the culture of the

colonies

Expansion

VUS.6 The student will apply social science skills to understand major events in United States history during the first half of the nineteenth century by

- a) Explaining territorial expansion and its impact on the American Indians
- e) evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union

Skills

CE.1 The student will demonstrate skills for historical thinking, geographic analysis, economic decision making, and responsible citizenship by

- a) Analyzing and interpreting evidence from primary and secondary sources, including charts, graphs, and political cartoons
- b) Analyzing how political and economic trends influence public policy, using demographic information and other data sources
- e) constructing informed, evidence-based arguments from multiple sources;

f) determining multiple cause-and-effect relationships that impact political and economic events

h) using a decision-making model to analyze and explain the costs and benefits of a specific choice;

CE2 The student will apply social science skills to understand the foundations of American constitutional government by

- a) Explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government

CE4 The student will demonstrate personal character traits that facilitate thoughtful and effective participation in civic life by

- b) practicing courtesy and respect for the rights of others
- c) practicing responsibility, accountability, and self-reliance
- d) practicing respect for the law
- e) practicing patriotism
- f) practicing thoughtful decision making

CE5 The student will apply social science skills to understand the political process at the local, state, and national levels of government by

- a) Describing the function of political parties
- b) Comparing and contrasting political parties

CE6: the student will apply social science skills to understand the American constitutional government at the national level by

- a) Describing the structure and powers of the national government
- b) Explaining the principles of separation of powers and the operation of checks and balances
- c) Explaining and/or simulating the lawmaking process; and
- d) Describing the roles and powers of the executive branch

CE7: the student will apply social science skills to understand the American constitutional government at the state level by

- b) explaining the relationship of state governments to the national government in the federal system

Fairfax County Design Principles of a Culturally Responsive Curriculum:

Multiple Perspectives:

- The curriculum encourages students to learn and apply their learning through connections to their own experiences and contexts
- The voices of students are valued alongside the teacher's voice as sources of knowledge

Critical examinations of Knowledge and Power:

- The curriculum calls attention to the ways in which human systems are the product of choices, and encourages students to imagine other possible ways of being.
- For key events, institutions, and representations, the curriculum calls attention to who is there, who is missing, who benefits, and who is harmed.

Relevance and authenticity

- The curriculum encourages students to form and pursue their own questions
- Students draw on their own experiences and contexts to process and apply skills and content

Rigor

- Resources are designed so that all students have culturally responsive opportunities to process, reflect, and think critically about academic skills and content
- Curriculum presents skills and content in ways that promote transfer beyond the unit to students' contexts and to the world
- Students embrace a growth rather than a deficit mindset, emphasizing the process of learning, and encouraging productive struggle