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| **Civics and Government**  **Long Term Transfer Goals**  *Transfer goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school.* | |
| *Students will be able to independently use their learning to:*  Support the ideals of civic rights and responsibilities as set forth in the Preamble of the United States Constitution in regard to their local, state, nation and international relationships with actions and deeds.  “The essence of Government is power; and power, lodged as it must be in human hands, will ever be liable to abuse.” - **James Madison** | |
| **Big Ideas** | **Essential Questions** |
| Government is the protection or abridgement of balancing rights, liberty, and freedom. | How do governments derive authority to control the exercise of rights, liberty, and freedom?  Is liberty granted by power or power granted by liberty? |
| People with liberty and freedom have a right and a responsibility for maintaining and securing them for their posterity. | How does the exercise of rights and responsibilities differ in various forms of governments? |
| The workings of government vary dependent on how the government has the authority to govern. | How do the workings of government vary based on authority? |
| Citizens balancing their freedom and liberties in one form of government create actions that will impact citizens in other forms of government. | How do actions of citizens exercising their rights and responsibilities of freedom and liberty in one government impact citizens in other governments? |

Civics and Government

| **Civics and Government Curriculum Framework** | | | | | |
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| **Civics and Government**  **Standard Category** | **Big Ideas** | **Concepts** | **Essential Questions** | **Competencies** | **Vocabulary** |
| **5.1 Principles and Documents of Government** | Government is the protection or abridgement of balancing rights, liberty, and freedom. | Power and authority are to be distinguished from one another. | How do governments derive authority to control the exercise of rights, liberty, and freedom?  Is liberty granted by power or power granted by liberty? | Refer to the grade band in the Academic Standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms for learning in addition to the glossary of terms from the Academic Standards document:  Authority  Citizen  Freedom  Liberty  Principle  Rights |
| **5.2 Rights and Responsibilities of Citizenship** | People with liberty and freedom have a right and a responsibility for maintaining and securing them for their posterity | There is a mutual relationship between rights and responsibilities and certain rights give rise to responsibilities. | How does the exercise of rights and responsibilities differ in various forms of governments? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms for learning in addition to the glossary of terms from the Academic Standards document:  Citizen  Freedom  Liberty  Responsibility  Rights |
| **5.3 How Government Works** | The workings of government vary dependent on how the government has the authority to govern. | Governments create and enforce law as the boundary between the willingness of the state to respect the interest of citizens in liberty and security. | How do the workings of government vary based on authority? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Authority  Due Process of Law  Freedom  Government  Liberty  Security  Sovereignty  Welfare |
| **5.4 How International Relationships Function** | Citizens balancing their freedom and liberties in one form of government create actions that will impact citizens in other forms of government. | There are benefits and consequences of relationships between various forms of government. | How do actions of citizens exercising their rights and responsibilities of freedom and liberty in one government impact citizens in other governments? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Freedom  Nation-state  Liberty  Policy  Relationship  Rights |