

TO: Members of the State Board of Education

FROM: Carey M. Wright, Ed.D., State Superintendent of Schools 

DATE: February 25, 2025

SUBJECT: Social Studies and American Government Alternate Academic Achievement Standards

Purpose

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services, Office of Instructional Programs and Services, and Division of Assessment, Accountability, Performance Reporting, and Research, presents for review and adoption the Grade 8 Social Studies and High School American Government Essential Elements (EEs) for students participating in the Alternate Framework.

Background/Historical Perspective

The primary goal of developing the Grade 8 Social Studies and High School American Government Essential Elements for students participating in the Alternate Framework is to create high-quality standards that align with the College and Career Ready Standards. There are currently no approved alternate academic achievement standards for Social Studies or American Government in Maryland. Federal regulations require that states assess students participating in the alternate assessment in the same assessments that are required of their general education peers, so it is important that Maryland adopt robust and relevant alternate academic achievement standards for social studies and government.

During the development process, MSDE partnered with Accessible Teaching, Learning, and Assessment Systems (ATLAS), the current alternate assessment vendor, to develop aligned alternate academic achievement standards in grade 8 social studies and high school American government. These standards were reviewed at an external review event by Maryland educators with expertise in social studies and in working with students with the most significant cognitive disabilities.

Executive Summary

MSDE, in partnership with Maryland teachers, secondary social studies supervisors, special education supervisors, and ATLAS has drafted the Maryland Grade 8 Social Studies and High School American Government Essential Elements.

Action Requested

Requesting the adoption of, and permission to publish, the new Maryland Grade 8 Social Studies and High School American Government Essential Elements.

Attachments

DLM_Grade 8 Social Studies Blueprint and Essential Elements1.pdf

DLM_High School American Government Blueprint and Essential Elements.pdf

Grade 8 Social Studies Blueprint

The Maryland 2024 Essential Elements (EEs) for Grade 8 Social Studies selected for the blueprint were chosen to reflect rigorous but achievable expectations for students' social studies knowledge, skills, and understandings. Each unit within the Maryland Grade 8 Social Studies Framework is represented by one Essential Element that captures the content topics and enduring understanding in the unit. The assessed Essential Elements chosen represent the units that are assessed in the general education Grade 8 Social Studies assessment.

Grade 8 Social Studies Assessed Units	Essential Element
Colonization (1607-1754)	This unit serves as a bridge unit with grade 5 United States History and will not be assessed on the middle school exam.
The American Revolution (1754-1783)	Students will use relevant evidence (e.g., excerpts or adaptations of source documents, historical illustrations, maps) to support the colonists' reasons for declaring independence from Great Britain and fighting a war to gain independence (e.g., colonial policies from the Sugar Act, Townsend Acts, Intolerable Acts, Declaration of Independence).
Founding the New Government (1776-1791)	Students will compare evidence from multiple sources (e.g., Constitution and Bill of Rights) to describe the compromise between states' rights and a strong central government that resulted in the principles found in the United States Constitution to form a government and protect citizens' rights.
A New Nation (1787-1825)	Students will use evidence to support a claim about how major domestic events and foreign affairs affected the development of the government and the expansion of the United States (e.g., George Washington's peaceful transfer of power after two terms, Judicial review by the courts to ensure that laws are constitutional, the Louisiana Purchase and the War of 1812).

Grade 8 Social Studies Assessed Units	Essential Element
Geographic Expansion and Political Division (1820–1860)	<p>Students will analyze how the changes that occurred prior to the Civil War led to national divisions. Changes may include:</p> <ul style="list-style-type: none"> • conflicts and compromises within new territories (e.g., Mexican-American War, compromise over state rights related to slavery [Missouri Compromise, Compromise of 1850], Indian Removal Act) • reform movements (e.g., the women's and abolitionist movements) • technological and economic developments (e.g., railroads, canals, telegraph)
Civil War and Reunion (1860–1896)	<p>Students will use resources to explain how the United States government protected or failed to protect the rights of individuals and groups during and after the Civil War (e.g., Emancipation Proclamation; 13th, 14th, and 15th Amendments; Black Codes; Jim Crow laws).</p>
Growth of Industrial America (1877–1890)	<p>This unit serves as a bridge unit with the high school United States History course and will not be assessed on the middle school exam.</p>

Grade 8 History Unit: The American Revolution (1754–1783)

Unit Enduring Understanding

Numerous factors compel people to change or abolish a government.

Unit Question:

To what extent were American Colonists justified in rebelling against British authority?

MD State Standards	Essential Element
<p>Content Topics French and Indian War British Acts and Colonial Acts of Resistance The American Revolution</p> <p>Standard 1.0: Civics</p>	<p>Target: Students will use relevant evidence (e.g., excerpts or adaptations of source documents, historical illustrations, maps) to support the colonists' reasons for declaring independence from Great Britain and fighting a war to gain independence (e.g., colonial policies from the Sugar Act, Townsend Acts, Intolerable Acts, Declaration of Independence).</p>
<p>Standard 2.0: Peoples of the Nations and World</p> <p>Standard 3.0: Geography</p>	<p>Precursor: Students will identify the colonial policies that led to the rights expressed in the Declaration of Independence (e.g., colonial policies from the Sugar Act, Townsend Acts, Intolerable Acts).</p>
<p>Standard 4.0: Economics</p> <p>Standard 6.0: Skills and Process #3: Evaluating Sources and Using Evidence (identify credible, relevant information contained in sources) *assessment limit</p>	<p>Initial: Students will identify the rights that the Declaration of Independence describes (e.g., Natural Rights, consent of the governed, right of people to alter or abolish government).</p>

Connection Resources for Instruction

Connection to Other DLM EEs	EE.RI.8.1: Cite text to support inferences from informational text. EE.RI.8.8: Determine the argument made by an author in an informational text. EE.SL.8.4: Present descriptions, facts, or details supporting specific points made on a topic. Science SEP 4: Analyzing and interpreting data. Science SEP 7: Engaging in argument from evidence.
Timelines	American Revolution timeline: Gilder Lehrman Institute of American History Comprehensive Timeline of the American Revolution: US Parks Service
Maps	French and Indian War: National Park Service Revolution Maps: New York Public Library
Accessible Historical Documents	Declaration of Independence Original: National Archives Declaration of Independence Transcript: National Archives Documents of the Revolutionary War: New York Public Library

Grade 8 History Unit: Founding the New Government (1776–1791)

Unit Enduring Understanding

Nations are constructed and governed through compromise and conflict.

Unit Question:

How does the Constitution reflect compromise and conflict?

MD State Standards	Essential Element
<p>Content Topics The Articles of Confederation Constitutional Convention United States Constitution Ratification and the Bill of Rights</p> <p>Standard 1.0: Civics</p> <p>Standard 5.0: History</p> <p>Standard 6.0: Skills and Processes #3: Evaluating Sources and Using Evidence (construct arguments using claims and evidence from multiple sources) *assessment limit</p>	<p>Target: Students will compare evidence from multiple sources (e.g., Constitution and Bill of Rights) to describe the compromise between states' rights and a strong central government that resulted in the principles found in the United States Constitution to form a government and protect citizens' rights.</p> <p>Precursor: Students will describe the conflict and compromise between states' rights and strong central government (e.g., Great Compromise, Three-Fifths Compromise, Fugitive Slave Clause).</p> <p>Initial: Students will identify individual rights protected in the Constitution.</p>

Connection Resources for Instruction

<p>Connection to Other DLM EEs</p>	<p>ELA EE.RI.8.2: Provide a summary of a familiar informational text.</p> <p>ELA EE.RI.8.9: Identify where two different texts on the same topic differ in their interpretation of the details.</p> <p>ELA EE.SL.8.4: Present descriptions, facts, or details supporting specific points made on a topic.</p> <p>SCI SEP 8: Obtaining, evaluating, and communicating information.</p>
<p>Timelines</p>	<p><u>Ratification at a Glance: Center for the Study of the American Constitution University of Wisconsin-Madison</u></p>
<p>Maps</p>	<p><u>Maps of Ratification of the US Constitution: Center for the Study of the American Constitution University of Wisconsin-Madison</u></p>
<p>Accessible Historical Documents</p>	<p><u>Articles of Confederation: Docs Teach (National Archives)</u></p> <p><u>Bill of Rights Transcription: National Archives</u></p> <p><u>The US Constitution Annotated: US Congress</u></p>

Grade 8 History Unit: A New Nation (1787–1825)

Unit Enduring Understanding

New nations experience success and failure in the foreign and domestic affairs that shape their growth and development.

Unit Question:

How did the successes and failures in foreign and domestic affairs shape the development of the United States?

MD State Standards	Essential Element
Content Topics The Early Republic The 1812 Second War of Independence Standard 1.0: Civics Standard 2.0: Peoples of the Nations and World	Target: Students will use evidence to support a claim about how major domestic events and foreign affairs affected the development of the government and the expansion of the United States (e.g., George Washington's peaceful transfer of power after two terms, Judicial review by the courts to ensure that laws are constitutional, the Louisiana Purchase and the War of 1812).
Standard 3.0: Geography Standard 4.0: Economics	Precursor: Students will describe the major foreign and domestic events that shaped the early development of the United States (using examples from the Target).
Standard 5.0: History Standard 6.0: Skills and Process #4: Communicating and Critiquing Conclusions (communicating and presenting claims) *assessment limit	Initial: Students will use visual/tactile geographic representations to compare the size of the land and the resources of the United States before and after the Louisiana Purchase (1803).

Connection Resources for Instruction

Connection to Other DLM EEs	EE. RI.8.3: Recount events in the order they were presented in the text. EE. SL.8.4: Present descriptions, facts, or details supporting specific points made on a topic. SCI SEP 8: Obtaining, evaluating, and communicating information.
Timelines	Legislative Timeline of Louisiana Purchase: Library of Congress
Maps	Territorial Gains by the US: National Geographic
Accessible Historical Documents	George Washington's Farewell Address: National Constitution Center Marbury v. Madison (1803) Case pack: Street Law War of 1812 Maryland Case Study Legacy to Slavery in Maryland: Maryland Archives

Grade 8 History Unit: Geographic Expansion and Political Division (1820–1860)

Unit Enduring Understanding

National unity can be challenged by political, social, and economic change.

Unit Question:

How did geographic and economic growth, political shifts, and changing social structures lead to divisions within the United States?

MD State Standards	Essential Element
<p>Content Topics Sectional Growth Jacksonian Era Social Reform Movements Westward Expansion Path to Disunion</p> <p>Standard 1.0: Civics</p>	<p>Target: Students will analyze how the changes that occurred prior to the Civil War led to national divisions. Changes may include:</p> <ul style="list-style-type: none"> • conflicts and compromises within new territories (e.g., Mexican-American War, compromise over state rights related to slavery [Missouri Compromise, Compromise of 1850], Indian Removal Act) • reform movements (e.g., the women's and abolitionist movements) • technological and economic developments (e.g., railroads, canals, telegraph)
<p>Standard 2.0: Peoples of the Nations and World</p> <p>Standard 3.0: Geography</p> <p>Standard 4.0: Economics</p> <p>Standard 5.0: History</p>	<p>Precursor: Students will compare the perspectives of different groups before the Civil War on issues such as:</p> <ul style="list-style-type: none"> • compromises within new territories (e.g., compromise over state rights related to slavery [Missouri Compromise, Compromise of 1850] and Indian Removal Act) • reform movements (e.g., the women's and abolitionist movements) • technological developments (e.g., railroads, canals, telegraph)
<p>Standard 6.0: Skills and Process #2: Applying Disciplinary Concepts and Tools (geography, history)</p>	<p>Initial: Students will identify the changes prior to the Civil War, such as:</p> <ul style="list-style-type: none"> • expansion into new land • reform movements (e.g., the women's and abolitionist movements) • technology (e.g., railroads, canals)

Connection Resources for Instruction

<p>Connection to Other DLM EEs</p>	<p>ELA EE.RI.8.8: Determine the argument made by an author in an informational text.</p> <p>ELA.EE.W.8.8: Select quotes providing relevant information about a topic from multiple print or digital sources.</p> <p>SCI SEP 4: Analyzing and interpreting data.</p>
<p>Timelines</p>	
<p>Maps</p>	<p>American Indian Removal (also includes lesson): NA360 National Museum of American Indian</p> <p>Westward Expansion interactive map: PBS</p>
<p>Accessible Historical Documents</p>	<p>McCulloch v. Maryland (1819), Worcester v. GA (1832) & Dred Scott v. Sandford (1857) Case packs: Street Law</p> <p>The Legacy of Slavery in Maryland: Maryland Archives</p> <p>Reformers and Crusaders documents: Library of Congress</p>

Grade 8 History Unit: Civil War and Reunion (1860–1896)

Unit Enduring Understanding

Societies' efforts to resolve deep political, economic, and social divisions and efforts to rebuild society after conflict are met with both acceptance and resistance.

Unit Question:

How effective was the United States in resolving the political, economic, and social issues that led to, and stemmed from, the Civil War?

MD State Standards	Essential Element
<p>Content Topics The Civil War Reconstruction and Reunion</p> <p>Standard 1.0: Civics</p> <p>Standard 2.0: Peoples of the Nations and World</p>	<p>Target: Students will use resources to explain how the United States government protected or failed to protect the rights of individuals and groups during and after the Civil War (e.g., Emancipation Proclamation; 13th, 14th, and 15th Amendments; Black Codes; Jim Crow laws).</p>
<p>Standard 4.0: Economics</p> <p>Standard 5.0: History</p>	<p>Precursor: Students will describe how the Civil War and Reconstruction affected the rights of African Americans.</p>
<p>Standard 6.0: Skills and Process #1: Developing Questions and Planning Inquiries (constructing compelling and supporting questions)</p>	<p>Initial: Students will compare the lives of formerly enslaved people before and after the Civil War.</p>

Connection Resources for Instruction

<p>Connection to Other DLM EEs</p>	<p>ELA EE.RI.8.1: Cite text to support inferences from informational text.</p> <p>ELA EE.RI.8.2: Provide a summary of a familiar informational text.</p> <p>Math EE.8.SP.4: Construct a graph or table from given categorical data and compare data categorized in the graph or table.</p> <p>SCI SEP 1: Asking questions and defining problems.</p>
<p>Timelines</p>	<p>Civil War and Reconstruction: Gilder Lehrman</p>
<p>Maps</p>	<p>Boundary Between the United States and the Confederacy: National Geographic</p> <p>Map from "Freedom and Slavery, and the Coveted Territories (primary source): Learning for Justice"</p> <p>1860 Slavery Map of the US (lesson): Docs Teach</p>
<p>Accessible Historical Documents</p>	<p>Writ of Habeas Corpus (was it justified?): Docs Teach</p> <p>Ex Parte Merryman (1861) Case packs: Street Law</p> <p>The Emancipation Proclamation: National Archives</p> <p>13th Amendment Joint Resolution with transcript: Docs Teach</p> <p>14th Amendment: National Archives</p> <p>15th Amendment: Docs Teach</p>

High School American Government Social Studies Blueprint

The Maryland 2024 Essential Elements (EEs) for High School American Government selected for the blueprint were chosen to reflect rigorous but achievable expectations for students' social studies knowledge, skills, and understandings. Each unit within the Maryland High School American Government Framework is represented by one Essential Element that captures the content topics and enduring understanding in the unit. The assessed Essential Elements chosen represent the units that are assessed in the general education High School American Government assessment.

High School American Government Social Studies Assessed Units	Essential Element
Structure and Origins of Government	<p>Students will use evidence in sources (e.g., Bill of Rights, United States Constitution*) to identify how the principles of a democracy are applied to protect basic rights and principles in the United States of America. For example:</p> <ul style="list-style-type: none"> • representative democracy (people vote for their leaders) • individual rights (as found in the Bill of Rights) • separation of powers (three branches of government) • consent of the governed • majority rule <p>*Sources can include excerpts or adapted versions of source documents.</p>
The Legislative Branch	Students will compare the purposes and powers (to make laws) of democratically elected bicameral legislatures at the national and state levels.
The Executive Branch	Students will compare the purposes (to enforce laws) and powers (e.g., executive orders and government agencies) of executive branch leaders at state (governor) and national levels (president) and describe how they are elected.
The Judicial Branch	Students will compare the purposes (to interpret laws) and powers of state and national courts to decide cases (civil, criminal, and/or supreme).

High School American Government Social Studies Assessed Units	Essential Element
Economic Policy	Students will present an argument using evidence to explain how the legislative and executive branches control money supply and spending (e.g., print money, collect taxes, set spending budgets) to promote a healthy economy.
Domestic Policy	Students will analyze evidence in sources to explain how domestic policies used by the United States government promote the common good (e.g., policies to support public health, environment, infrastructure, voting, civil rights, immigration).
Foreign Policy	Students will explain how policies used by the United States government to interact with other nations involve the military, money (foreign aid), and diplomacy (alliances) to keep the United States of America safe and prosperous and to protect human rights around the world.

American Government Unit: Structure and Origins of Government

Unit Enduring Understanding

In the United States, principles and structures are employed to form a democratic system that serves the purposes of government and protects the rights and authority of citizens.

Unit Question:

How do the principles and structures of the United States government assist and/or impede meeting the purposes of government while protecting the rights and authority of citizens?

MD State Standards	Essential Element
<p>Content Topics Types of Government Origins and Founding Principles</p> <p>Standard 1.0: Civics</p> <p>Standard 2.0: Peoples of the Nations and World</p> <p>Standard 6.0: Skills and Processes #3: Evaluating Sources and Using Evidence (identify credible, relevant information contained in sources) *assessment limit</p>	<p>Target: Students will use evidence in sources (e.g., Bill of Rights, United States Constitution*) to identify how the principles of a democracy are applied to protect basic rights and principles in the United States of America. For example:</p> <ul style="list-style-type: none"> • representative democracy (people vote for their leaders) • individual rights (as found in the Bill of Rights) • separation of powers (three branches of government) • consent of the governed • majority rule <p>*Sources can include excerpts or adapted versions of source documents.</p> <p>Precursor: Students will identify the principles of United States democracy that protect the basic rights of individuals. For example:</p> <ul style="list-style-type: none"> • individual rights (as found in the Bill of Rights) • separation of powers (three branches of government) • representative democracy (people vote for their leaders) <p>Initial: Students will identify a rule that protects people's rights.</p>

Connection Resources for Instruction

<p>Connection to Other DLM EEs</p>	<p>ELA EE.RI.9-10.2: Determine the central idea of a text and select details to support it.</p> <p>ELA EE.RI.9-10.9: Make connections between texts with related themes and concepts.</p> <p>ELA EE. W.11-12.9: Cite evidence from literary or informational texts.</p> <p>ELA EE.L.11-12.6: Use general academic and domain-specific words and phrases across contexts.</p> <p>SCI SEP 8: Obtaining, evaluating, and communicating information.</p>
<p>Teacher Resources</p>	<p><u>ConSource US Constitution (Original text, adapted text, primary source connections): Center for Civic Education</u></p> <p><u>Principles and Virtues: Bill of Rights Institute</u></p>
<p>Video Resources</p>	<p><u>Foundations of the Constitution: iCivics</u></p> <p><u>Separation of Powers and Checks and Balances: Crash Course (PBS)</u></p>

American Government Unit: The Legislative Branch

Unit Enduring Understanding

In the United States, principles and structures are employed to form a legislative branch that serves the purposes established in the Constitution and protects the rights and authority of citizens.

Unit Question:

How do the foundational principles and structures of government assist or impede the functioning of government in the legislative branch?

MD State Standards	Essential Element
Content Topics Structure and Organization of Legislative Branch Elections Powers of Congress Lawmaking	Target: Students will compare the purposes and powers (to make laws) of democratically elected bicameral legislatures at the national and state levels.
Standard 1.0: Civics	
Standard 3.0: Geography	Precursor: Students will explain how national and state laws help protect citizens.
Standard 6.0: Skills and Processes #2: Applying Disciplinary Concepts and Tools (civics, geography)	Initial: Students will identify familiar rules and laws and who makes them.

Connection Resources for Instruction

<p>Connection to Other DLM EEs</p>	<p>ELA EE.RI.9-10.3: Determine logical connections between individuals, ideas, or events in a text.</p> <p>ELA EE.RI.11-12.1: Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.</p> <p>ELA EE. RI.11-12.7: Analyze information presented in different media on related topics to answer questions or solve problems.</p>
<p>Teacher Resources</p>	<p><u>The US Legislative Process: US House of Representatives</u></p> <p><u>Maryland Legislative Process: Department of Legislative Services</u></p> <p><u>Kids in the House: Clerk of the US House of Representatives</u></p> <p><u>General Assembly Virtual Guided Tours: Department of Legislative Services</u></p> <p><u>Maryland Redistricting Commission: Maryland Citizens Redistricting Commission</u></p>
<p>Video Resources</p>	<p><u>What is the Legislative Branch?: History Channel</u></p> <p><u>The Legislative Process: US Congress Gov</u></p> <p><u>Gerrymandering: Is Geometry silencing your vote?: PBS Learning Media</u></p>

American Government Unit: The Executive Branch

Unit Enduring Understanding

In the United States, principles and structures are employed to form an executive branch that serves the purposes established in the Constitution and protects the rights and authority of citizens.

Unit Question:

How do the foundational principles and structures of government assist or impede the functioning of government in the executive branch?

MD State Standards	Essential Element
Content Topics Structure and Organization of the Executive Branch Elections Powers of the Executive Branch Regulatory Policy	Target: Students will compare the purposes (to enforce laws) and powers (e.g., executive orders and government agencies) of executive branch leaders at state (governor) and national levels (president) and describe how they are elected.
Standard 1.0: Civics Standard 4.0: Economics	Precursor: Students will describe how the president and governor are elected and the powers they have.
Standard 6.0: Skills and Processes #2: Applying Disciplinary Concepts and Tools (civics, economics)	Initial: Students can identify the president and the governor and understand that they are voted into office by the people.

Connection Resources for Instruction

Connection to Other DLM EEs	<p>ELA EE.RI.9-10.3: Determine logical connections between individuals, ideas, or events in a text.</p> <p>ELA EE.RI.11-12.1: Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.</p> <p>ELA EE. RI.11-12.7: Analyze information presented in different media on related topics to answer questions or solve problems.</p>
Teacher Resources	<p><u>MD Executive Branch: Maryland Manual Online</u></p> <p><u>The Executive Branch: The White House</u></p> <p><u>What is the Electoral College?: National Archives</u></p>
Video Resources	<p><u>Does your vote count? Electoral College Explained: TED Talk</u></p> <p><u>Power of the President: What does the President of the U.S. Really Do?</u></p>

American Government Unit: The Judicial Branch

Unit Enduring Understanding

In the United States, principles and structures are employed to form a judicial branch that serves the purposes established in the Constitution and protects the rights and authority of citizens.

Unit Question:

How do the foundational principles and structures of government assist or impede the functioning of government in the judicial branch?

MD State Standards	Essential Element
Content Topics Structure and Powers of the Judiciary Landmark Decisions and Historical Impact of the Court on American Government Criminal and Civil Law Standard 1.0: Civics	Target: Students will compare the purposes (to interpret laws) and powers of state and national courts to decide cases (civil, criminal, and/or supreme).
Standard 6.0: Skills and Processes #2: Applying Disciplinary Concepts and Tools (civics)	Precursor: Students will describe how courts make decisions based on laws.
	Initial: Students will identify how courts determine if someone broke the law.

Connection Resources for Instruction

Connection to Other DLM EEs	<p>ELA EE.RI.9-10.3: Determine logical connections between individuals, ideas, or events in a text.</p> <p>ELA EE.RI.11-12.1: Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.</p> <p>ELA EE.RI.11-12.7: Analyze information presented in different media on related topics to answer questions or solve problems.</p>
Teacher Resources	<p><u>How Courts Work: American Bar Association</u></p> <p><u>Materials for Maryland Teachers: Street Law</u></p>
Video Resources	<p><u>What is the Law?: Maryland Courts</u></p> <p><u>What is the Judicial Branch of the US Government?: History</u></p> <p><u>How do US Supreme Court justices get appointed?: TED talk</u></p>

American Government Unit: Economic Policy

Unit Enduring Understanding

United States economic policy is continually adapting to meet competing socioeconomic goals.

Unit Question:

How does the United States balance competing socioeconomic goals?

MD State Standards	Essential Element
<p>Content Topics Economic Systems Economic Goals and Indicators Fiscal Policy Monetary Policy</p> <p>Standard 4.0: Economics</p>	<p>Target: Students will present an argument using evidence to explain how the legislative and executive branches control money supply and spending (e.g., print money, collect taxes, set spending budgets) to promote a healthy economy.</p>
<p>Standard 6.0: Skills and Processes #4: Communicating and Critiquing Conclusions (communicating and presenting claims) *assessment limit</p>	<p>Precursor: Students will select evidence to show that the United States government can control money supply and identify what the money is spent on.</p> <p>Initial: Students will identify ways that people collect and spend money.</p>

Connection Resources for Instruction

<p>Connection to Other DLM EEs</p>	<p>Math HS EE.S-ID1-3: Interpret general trends on a graph or chart.</p> <p>Math HS EE.S-IC.1-2: Determine the likelihood of an event occurring when the outcomes are equally likely to occur.</p> <p>ELA EE.SL.9-10.4: Present an argument on a topic with logically organized claims, reasons, and evidence.</p> <p>ELA EE.11-12.7: Analyze information presented in different media on related topics to answer questions or solve problems.</p> <p>SCI SEP 5: Using mathematics and computational thinking.</p> <p>ELA EE.SL.11-12.1: Engage in collaborative discussions.</p>
<p>Teacher Resources</p>	<p><u>Where does our money go?: Foundation for Teaching Economics</u></p> <p><u>Trade-offs with broad social goals: Federal Reserve Bank of St. Louis</u></p> <p><u>Economic Growth and Scarcity: Foundation for Teaching Economics</u></p>
<p>Video Resources</p>	<p><u>Where do our federal tax dollars go?: Center on Budget and Policy Priorities</u></p> <p><u>Economic Lowdown classroom resources: Federal Reserve Bank of St. Louis</u></p> <p><u>Policymaking and the Three Branches of Government: CSPAN Classroom</u></p>

American Government Unit: Domestic Policy

Unit Enduring Understanding

In the United States, the government balances competing interests to develop domestic policy that promotes the common good.

Unit Question:

How does the government balance competing interpretations of the common good in order to implement public policy?

MD State Standards	Essential Element
<p>Content Topics Citizens and Public Policy Regional Domestic Policy Public Policy</p> <p>Standard 1.0: Civics</p>	<p>Target: Students will analyze evidence in sources to explain how domestic policies used by the United States government promote the common good (e.g., policies to support public health, environment, infrastructure, voting, civil rights, and immigration).</p>
<p>Standard 3.0: Geography</p>	<p>Precursor: Students will describe methods (e.g., creating laws and rules, providing funding) that the United States government can use to help people nationally and regionally.</p>
<p>Standard 6.0: Skills and Processes #3: Evaluating Sources and Using Evidence (construct arguments with evidence from multiple sources) *assessment limit</p>	<p>Initial: Students will identify ways that individuals benefit from programs that solve problems for many people (e.g., clean air).</p>

Connection Resources for Instruction

<p>Connection to Other DLM EEs</p>	<p>ELA EE.RI.9-10.9: Make connections between texts with related themes and concepts.</p> <p>ELA EE.SL.9-10.4: Present an argument on a topic with logically organized claims, reasons, and evidence.</p> <p>ELA EE.11-12.7: Analyze information presented in different media on related topics to answer questions or solve problems.</p> <p>ELA EE.SL.11-12.1: Engage in collaborative discussions.</p>
<p>Teacher Resources</p>	<p><u>We the People: Project Citizen: Center for Civic Education</u></p> <p><u>C-SPAN Classroom Deliberations</u></p> <p><u>Education Policy: Should There Be Increased School Choice?</u></p> <p><u>Technology Policy: Is AI an Opportunity or a Threat?</u></p> <p><u>Technology Policy: Should social media companies be responsible for removing content on their platforms?</u></p> <p><u>KidPost (News stories for kid audience from Washington Post)</u></p> <p><u>C3 Teacher Inquires (some listed below)</u></p> <p><u>Policing Policy: What should Governments and Communities do about Mass Incarceration in the US?</u></p> <p><u>Voting Rights Policy: Should the right to vote be protected in the Constitution?</u></p>
<p>Video Resources</p>	

American Government Unit: Foreign Policy

Unit Enduring Understanding

In the United States, foreign policy is continually adapting to meet its competing foreign policy goals.

Unit Question:

How does the United States balance competing foreign policy goals?

MD State Standards	Essential Element
<p>Content Topics Foreign Policy Goals and Tools The United States Role in the International Community</p> <p>Standard 2.0: Peoples of the Nations and World</p> <p>Standard 6.0: Skills and Processes #1: Developing Questions and Planning Resources (determining helpful resources)</p>	<p>Target: Students will explain how policies used by the United States government to interact with other nations involve the military, money (foreign aid), and diplomacy (alliances) to keep the United States of America safe and prosperous and to protect human rights around the world.</p>
	<p>Precursor: Students will identify methods (e.g., the military, diplomacy, and money) the United States uses to interact with friendly and hostile nations.</p>
	<p>Initial: Students will differentiate between the friends (i.e., allies) and enemies (i.e., opponents) the United States has in the world.</p>

Connection Resources for Instruction

<p>Connection to Other DLM EEs</p>	<p>ELA EE.RI.9-10.9: Make connections between texts with related themes and concepts.</p> <p>ELA EE.SL.9-10.4: Present an argument on a topic with logically organized claims, reasons, and evidence.</p> <p>ELA EE.11-12.7: Analyze information presented in different media on related topics to answer questions or solve problems.</p> <p>ELA EE.SL.11-12.1: Engage in collaborative discussions.</p>
<p>Teacher Resources</p>	<p><u>Tools of Foreign Policy</u></p> <p><u>United Nations (UN)</u></p> <p><u>North Atlantic Treaty Organization (NATO)</u></p> <p><u>World Trade Organization (WTO)</u></p> <p><u>https://www.icrc.org/en/who-we-are/mandate</u></p>
<p>Video Resources</p>	<p><u>World 101: Tools of Foreign Policy</u></p> <p><u>What is Diplomacy and How Does it Work?: National Museum of American Diplomacy</u></p>