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2020
Teacher Resource
Guide for
MS AAAS for the
Alternate Social
Studies Elements

Effective Date: 2020-2021 School Year



2020

Teacher Resource Guide for
MS AAAS for the Alternate Social
Studies Elements

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The Standards

The different content strands in social studies combine to give a clear picture of the past and present. Strands also give depth to the social studies curriculum, enabling students to grasp the complexity of events from the past and present, and help them acquire critical thinking skills to make informed decisions in the future. The *2020 Mississippi Alternate Academic Achievement Standards for the Alternate Social Studies Elements* are comprised of five essential content strands: Civics, Economics, Civil Rights, Geography, and History.

Remaining Material in the Teacher Resource Guide

The remaining materials in the teacher resource guide (performance objectives, real world connections, vocabulary, and resources) were developed through a collaboration of Mississippi teachers, administrators, the Mississippi Department of Education (MDE) Office of Special Education staff, and the Mississippi State University Research and Curriculum Unit staff.

Introduction

The MDE is dedicated to student success, improving student achievement in social studies and establishing communication skills within a technological environment. The Mississippi Alternate Academic Achievement Standards provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The purpose of the Alternate Standards is to build a bridge from the content in the general education social studies framework to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

Purpose

In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for the Alternate Social Studies Elements* include course-specific standards for social studies. This document is designed to provide a resource for special education teachers with a basis for curriculum development and instructional delivery.

The *Teacher Resource Guide for MS AAAS for the Alternate Social Studies Elements* contains prioritized content, which is presented as a matrix to show the continuum of the concept across complexity levels. The matrix shows varying access points to the prioritized content. A student's progression through content contained in the matrix is intended to be fluid. It is not the intent, nor should it be practice, for a student to be exposed to content in a straight, vertical line through one of the columns. Every student, regardless of disability, comes to the learning environment with a different set of prior knowledge and experience. For this reason, a student may be able to access some content from the middle complexity level and access other concepts at the more complex level. Teachers should evaluate a student's ability in relation to the content and select the entry point based on that evaluation. Students should not be locked into receiving exposure to all content at the same entry point.

Support Documents and Resources

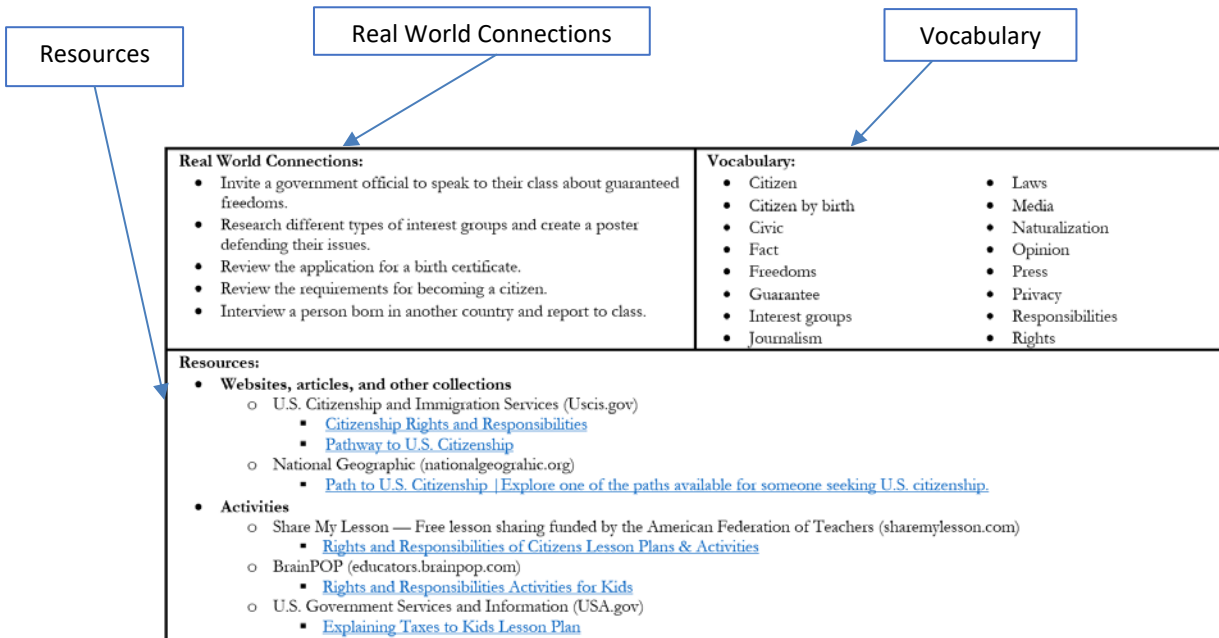
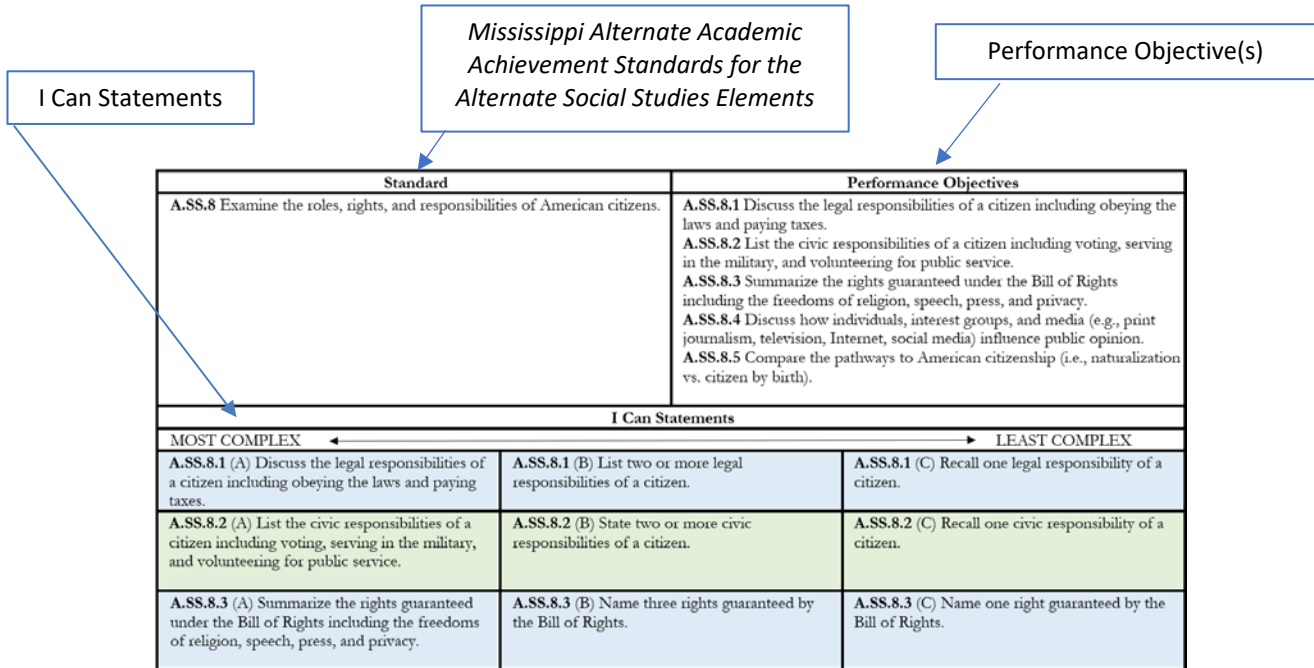
The MDE Office of Special Education aims to provide local districts, schools, and teachers supporting documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The teacher resource guide includes suggested resources, instructional strategies, sample lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these resources is to assist teachers in linking their instruction to the prioritized content. The teacher resource guide includes activity adaptations for students with a varying range of abilities within the classroom. The activities and adaptations provided are intended to serve as a model of how students participating in the Mississippi Academic Assessment Program-Alternate (MAAP-A) may receive academic instruction in social studies. There are many ways in which skills and concepts can be incorporated based on students' individual learning styles and needs. Professional development efforts are aligned to the *MS AAAS for the Alternate Social Studies Elements* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons.

Structure of the *Teacher Resource Guide for MS AAAS for the Alternate Social Studies Elements*

The *MS AAAS for the Alternate Social Studies Elements* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction. This guide includes statements that describe in precise, measurable terms what learners will be able to do at the end of an instructional sequence; ways educators can link theory to real world activities; focused vocabulary banks; and additional teaching resources.

- **I Can Statement(s):** These statements include the Performance Objective(s) as the *Most Complex* and scaffolds the performance objectives two additional levels (B) and (C) to *Least Complex*. This matrix demonstrates the continuum of the concept across complexity levels. The purpose is to assist teachers in modifying to meet the unique, diverse needs of learners with significant cognitive disabilities.
- **Real World Connections:** These items help facilitate learning that is meaningful to students and prepares them for their professional lives outside of school. When teachers move beyond textbook or curricular examples and connect content learned in the classroom to real people, places, and events, students can see a greater relevance to their learning. Real world connections are used to help students see that learning is not confined to the school, allow them to apply knowledge and skills in real world situations, and personalize learning to increase and sustain student engagement.
- **Vocabulary:** These lists include difficult or unfamiliar words students need to know and understand.
- **Resources:** These resources include instructional strategies, lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these activities is to assist teachers in linking their instruction to the prioritized content.

Structure of the *Teacher Resource Guide for MS AAAS for the Alternate Social Studies Elements* (Graphic)



Levels of Support (LOS)

Students with significant cognitive disabilities require varying LOS to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the LOS provided and increasing student accuracy within the context of content to demonstrate progress.

The following chart describes the continuum of LOS. Appropriate LOS are important to increase student engagement and student independence and to track student achievement and progress.

Level of Assistance	Definition	Example	Non-Example
Non-Engagement (N)	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student resists the teacher's physical assistance toward the correct answer.	The student does not look at the activity.
Physical Assistance (P)	The student requires physical contact from the teacher to initiate, engage, or perform.	The teacher physically moves the student's hand to the correct answer.	The teacher taps the correct answer and expects the student to touch where he/she tapped.
Gestural Assistance (G)	The student requires the teacher to point to the specific answer.	When presenting a choice of three pictures and asking the student which picture is a triangle, the teacher will point to or tap on the correct picture to prompt the student to indicate that picture.	The teacher moves the student's hand to gesture toward the right answer.
Verbal Assistance (V)	The student requires the teacher to verbally provide the correct answer to a specific item.	The teacher says, "Remember, the main character was George. Point to the picture of the main character."	The teacher says "Who is the main character?" without providing the information verbally.
Model Assistance (M)	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.	The teacher models one-to-one correspondence using manipulatives and then asks the student to perform a similar item.	The teacher completes the exact same activity as the student is expected to perform.
Independent (I)	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.	The teacher asks the student, "Who is the main character of the book?" and the student meaningfully responds without any prompting or assistance.	The teacher asks the student, "Who is the main character?" and points to the picture of the main character.

Teacher Resource Guide for MS AAAS for the Alternate Social Studies Elements

Standard	Performance Objectives	
A.SS.1 Explain how the availability of resources impacts how they are valued and utilized.	A.SS.1.1 Describe scarcity as the limited availability of resources. A.SS.1.2 Describe how scarcity impacts the price of goods and services, and identify natural and human resources in your community and the role they play in the local economy (e.g., land for farming, lakes and bodies of water for fishing, fossil fuel for energy production, skilled and unskilled workers to fill jobs). A.SS.1.3 Illustrate how the financial choices people make have both present and future consequences. A.SS.1.4 Describe the concept of opportunity cost (i.e., what individuals give up in order to achieve other priorities). A.SS.1.5 Identify human labor as a resource and describe how skill development impacts the value of that resource (e.g., wage, employability).	
I Can Statements		
MOST COMPLEX ←————→ LEAST COMPLEX		
A.SS.1.1 (A) Describe scarcity as the limited availability of resources.	A.SS.1.1 (B) Explain why some resources are easier to find than others.	A.SS.1.1 (C) State that there are limited available resources (e.g., water, trees, oil, minerals, etc.).
A.SS.1.2 (A) Describe how scarcity impacts the price of goods and services, and identify natural and human resources in your community and the role they play in the local economy (e.g., land for farming, lakes and bodies of water for fishing, fossil fuel for energy production, skilled and unskilled workers to fill jobs).	A.SS.1.2 (B) Report an example of a natural and human resource from your local community.	A.SS.1.2 (C) Name a natural resource.
A.SS.1.3 (A) Illustrate how the financial choices people make have both present and future consequences.	A.SS.1.3 (B) Compare the prices of the same item from two stores and determine which store has the best price for the item.	A.SS.1.3 (C) Arrange items based on cost.
A.SS.1.4 (A) Describe the concept of opportunity cost (i.e., what individuals give up in order to achieve other priorities).	A.SS.1.4 (B) Create a simple personal budget that includes considerations for money needed for routine expenses and savings for needs and wants.	A.SS.1.4 (C) Categorize needs and wants as part of a personal budget.

<p>A.SS.1.5 (A) Identify human labor as a resource and describe how skill development impacts the value of that resource (e.g., wage, employability).</p>	<p>A.SS.1.5 (B) Compare employment skills to job requirements and compensation.</p>	<p>A.SS.1.5 (C) Identify jobs that match personal interest.</p>
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Identify jobs that match their personal interests. • Locate available resources within the community. • Plan a personal budget. • Compare and contrast needs and wants. • Complete an interest inventory. • Match their personal interest inventory to their available area. • Invite a financial advisor or banker to speak to their class. • Tour a bank or financial institution. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Budget • Compensation • Consequences • Cost • Economy • Employment • Expenses • Finance • Goods • Limited • Needs • Personal • Resources • Savings • Scarcity • Services • Wage • Wants
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ National Science Foundation (www.nsf.gov) <ul style="list-style-type: none"> ▪ Earth & Environment Classroom Resources ○ Investopedia, part of the Dotdash publishing family (Investopedia.com) <ul style="list-style-type: none"> ▪ Opportunity Cost ○ Smore Collaborative Newsletter Tool (smore.com) <ul style="list-style-type: none"> ▪ Human, Natural and Capital Resources ○ Learning for Life Corporation Exploring (www.exploring.org) <ul style="list-style-type: none"> ▪ Career Exploration Lessons for Sixth and Seventh Grades ○ Teacher Research Institute (TRI) at Western Oregon University (triwou.org) <ul style="list-style-type: none"> ▪ Improving the Outcomes of Students in Oregon's 21st CCLC Programs ○ Visa Practical Money Skills (Practicalmoneyskills.com) <ul style="list-style-type: none"> ▪ Practical Money Skills Interactive Tools and Educational Resources ○ Financial Literacy Committee <ul style="list-style-type: none"> ▪ The Complete Money Workbook ○ TRI at Western Oregon University (triwou.org) <ul style="list-style-type: none"> ▪ Career Exploration Worksheets • Videos <ul style="list-style-type: none"> ○ Khan Academy (khanacademy.org) 		

- [Opportunity Cost](#)
- [Human, Capital & Natural Resources for Kids](#)
- YouTube by Study.com
 - [Opportunity Cost Definition and Real-World Examples](#)

Standard		Performance Objectives	
<p>A.SS.2 List and describe the major elements of the American economic system.</p>		<p>A.SS.2.1 Describe the skills and resources people use to make money (e.g., physical labor, organizational skills, job specific skills, social skills). A.SS.2.2 Apply the three major economic questions to your local area (What goods and services will be produced? How will these goods and services be produced? Who will consume them?). A.SS.2.3 Identify how the government limits the behavior of certain businesses to protect consumers (e.g., USDA, CDC, FDA, EPA, Department of Wildlife and Fisheries).</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.SS.2.1 (A) Describe the skills and resources people use to make money (e.g., physical labor, organizational skills, job specific skills, social skills).</p>	<p>A.SS.2.1 (B) Recognize employment as a means to earn money and to pay for needs and wants.</p>	<p>A.SS.2.1 (C) Identify reasons why people work.</p>	
<p>A.SS.2.2 (A) Apply the three major economic questions to your local area (What goods and services will be produced? How will these goods and services be produced? Who will consume them?).</p>	<p>A.SS.2.2 (B) Name a good or service in the local area and how it is produced.</p>	<p>A.SS.2.2 (C) Name one good or service produced in the local area.</p>	
<p>A.SS.2.3 (A) Identify how the government limits the behavior of certain businesses to protect consumers (e.g., USDA, CDC, FDA, EPA, Department of Wildlife and Fisheries).</p>	<p>A.SS.2.3 (B) Name agencies that protect consumers.</p>	<p>A.SS.2.3 (C) Repeat the name of an agency that protects consumers.</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Identify jobs in the community, state, nation, and abroad. • Access information provided by government agencies that protect consumers. • Complete a skills inventory. • Use a map to locate producers of goods and services in the community. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Agency • Community • Consume • Consumer • Earn • Employment • Labor (e.g., physical, machine, etc.) • Needs • Organizational skills • Product • Physical labor • Social skills • Wants 	

Resources:

• **Websites, articles, and other collections**

- The Balance, part of the Dotdash publishing family (thebalance.com)
 - [How Does the U.S. Economy Work?](#)
- eNotes.com
 - [What kind of economic system does the United States have?](#)
- National Neighborhood Watch, a division of the National Sheriffs' Association (<https://www.nnw.org/>)
 - [Directory of Federal Agencies](#)
- University of California, Berkeley Career Center (<https://career.berkeley.edu/>)
 - [Know Yourself – Skills & Abilities](#)
- Quizlet.com
 - [The United States Economic System Flashcards](#)
- U.S. Department of Health and Human Services | Civil Rights (www.hhs.gov/civil-rights/)
 - [Civil Rights Enforcement Through Other Agencies](#)

• **Videos**

- YouTube by The Genius of Plan
 - [Through Play Kids Learn Valuable Life Skills](#)
- YouTube by Tut2Learn (tut2learn.com)
 - [8 Soft Skills that Students Need to Develop Today](#)
- YouTube by Trifoia, a developer of digital learning solutions (Trifoia.com)
 - [What Are Skills?](#)
- CareerOneStop, sponsored by the U.S. Department of Labor (careeronestop.org)
 - [CareerOneStop — a collection of videos on hundreds of different careers](#)

Standard	Performance Objectives	
A.SS.3 Describe how different groups use resources to achieve their unique goals.	A.SS.3.1 Identify the different groups of people that are part of an economy and their roles (e.g., consumers, producers, workers, savers, investors, governmental bodies, etc.). A.SS.3.2 Describe how these groups use resources in ways that provide them the highest possible net benefits (e.g., Consumers will buy fruits and vegetables that are in season because they are cheaper; savers will use coupons).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.SS.3.1 (A) Identify the different groups of people that are part of an economy and their roles (e.g., consumers, producers, workers, savers, investors, governmental bodies, etc.).	A.SS.3.1 (B) Identify two different groups of people that are part of an economy and their roles (e.g., consumers, producers, workers, savers, investors, governmental bodies, etc.).	A.SS.3.1 (C) Identify a group of people that are part of an economy and their roles (e.g., consumers, producers, workers, savers, investors, governmental bodies, etc.).
A.SS.3.2 (A) Describe how these groups use resources in ways that provide them the highest possible net benefits (e.g., Consumers will buy fruits and vegetables that are in season because they are cheaper; savers will use coupons).	A.SS.3.2 (B) Compare the prices of similar goods and determine the highest possible net benefit.	A.SS.3.2 (C) Identify the price of goods using menus, ads, price tags, etc.
Real World Connections: <ul style="list-style-type: none"> • Use multimedia to compare/contrast resources that offer the best possible net benefit. • Locate sites that provide coupons or discounts for savings on resources. • Explore a retail business to identify pricing and consumer options. 	Vocabulary: <ul style="list-style-type: none"> • Benefit • Cheaper • Coupons • Goals • Governmental body • In season/out of season • Investors • Net • Savers • Unique 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ The Council for Economic Education (econoedlink.org) <ul style="list-style-type: none"> ▪ We are Consumers and Producers Grade K-2 Lesson ○ Plymouth Public Schools, Plymouth, MA Mrs. McGinnis' Social Studies Class Website <ul style="list-style-type: none"> ▪ Goods, Producers, Consumers, and Services 		

- Houghton Mifflin Harcourt Education Place (eduplace.com)
 - [Summary: Producers and Consumers Worksheet](#)
- University of Delaware and the Delaware Department of Education SPDG Grant
 - [Economics: Integrated Social Studies and ELA Unit](#) |
- Sierra Vista High School, Baldwin Park, CA (svdons.com)
 - [Economics Worksheets](#)
- **Videos**
 - YouTube by Kids Academy
 - [Producers and Consumers | Social Studies for Kids](#)
 - YouTube by Homeschool Pop
 - [Producers and Consumers for Kids](#)

Standard		Performance Objectives	
A.SS.4 Describe the role of money and credit in consumer behavior.		A.SS.4.1 Illustrate how money enables us to meet our current needs and save for future needs. A.SS.4.2 Describe how the use of credit can impact personal finances and employment. A.SS.4.3 Describe tools used to store and utilize money (e.g., bank accounts, credit cards, money exchange apps, loans).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SS.4.1 (A) Illustrate how money enables us to meet our current needs and save for future needs.	A.SS.4.1 (B) Identify needs or wants that are “purchases for now” and “things to save for.”	A.SS.4.1 (C) Identify money (e.g., coins, bills).	
A.SS.4.2 (A) Describe how the use of credit can impact personal finances and employment.	A.SS.4.2 (B) Identify reasons to borrow money and the related advantages and disadvantages of the decision to borrow.	A.SS.4.2 (C) Ask to borrow something from another person; return or repay the lender.	
A.SS.4.3 (A) Describe tools used to store and utilize money (e.g., bank accounts, credit cards, money exchange apps, loans).	A.SS.4.3 (B) Identify ways to keep financial information and money safe (e.g., wallet in pocket, checkbook in desk, protecting computer passwords).	A.SS.4.3 (C) Recall how to carry personal money in a safe location.	
Real World Connections: <ul style="list-style-type: none"> • Role play opening an account (e.g., bank, savings, investing, credit cards). • Formulate a personal financial plan that includes short- and long-term goals. • Interview a person that has used a credit card, received a loan, or has a savings account. • Use multimedia to research different types of credit cards. • Research the safest methods to carry money. • Investigate identity theft. 		Vocabulary: <ul style="list-style-type: none"> • Bank account • Bill • Borrow • Checkbook • Coin • Confidential • Credit card/credit • Financial information • Lender • Loan • Money • Password • Personal finance • Repay • Safeguard • Wallet 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ National Education Association (NEA.org) <ul style="list-style-type: none"> ▪ Lessons, Activities, Learning Games & Other Resources for Teaching Financial Literacy 			

- Consumer Financial Protection Bureau (consumerfinance.gov)
 - [191 Activities for Teaching Financial Literacy](#)
- Public Broadcasting Service (PBSlearningmedia.org)
 - [Filling Empty Pockets Lesson Plan](#)
 - [Your Life, Your Money | Play the Game](#)
- Utah State Board of Education in partnership with the Utah Education Network (financeintheclassroom.org)
 - [Finance in the Classroom Student Resources & Activities](#)
- We Are Teachers (weareteachers.com)
 - [12 Fun Saving and Budgeting Activities for High School Students](#)
- **Videos**
 - Public Broadcasting Service (PBSlearningmedia.org)
 - [It Costs What?!](#)
 - [What is Money?](#)

Standard	Performance Objectives	
A.SS.5 Describe the political principles, documents, and ideas that have shaped the United States.	A.SS.5.1 Explain the purpose of the Declaration of Independence and list and explain key elements of the U.S. Constitution (i.e., checks and balances, Bill of Rights, separation of powers). A.SS.5.2 List the differences between the two major political parties (Democratic and Republican parties).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.SS.5.1 (A) Explain the purpose of the Declaration of Independence and list and explain key elements of the U.S. Constitution (i.e., checks and balances, Bill of Rights, separation of powers).	A.SS.5.1 (B) Identify the three branches of the government and their functions in the United States.	A.SS.5.1 (C) Identify the U.S. Constitution as the foundation of government in the United States.
A.SS.5.2 (A) List the differences between the two major political parties (Democratic and Republican parties).	A.SS.5.2 (B) State one trait of each of the two major political parties in the United States.	A.SS.5.2 (C) Recall the two major political parties in the United States.
Real World Connections: <ul style="list-style-type: none"> • Debate the pros and cons of each political party. • Research a member of each political party. (e.g., presidents, senators, etc.). • Investigate and report the symbols of each political party. • Identify local elected figures and offices (e.g., mayor, sheriff, supervisors, etc.). • Summarize personally relevant rights from the Constitution (Bill of Rights and amendments) of the United States. 	Vocabulary: <ul style="list-style-type: none"> • Bill of Rights • Branches of government • Checks and balances • Constitution • Declaration of Independence • Democracy • Democratic Party • Documents • Politics • Political parties • Principles • Republic • Republican • Separation of powers • Trait 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ National Archives (archives.gov) <ul style="list-style-type: none"> ▪ Teaching Six Big Ideas in the Constitution ○ Leonore Annenberg Institute for Civics University of Pennsylvania (annenbergclassroom.org) <ul style="list-style-type: none"> ▪ Our Constitution Preamble What It Says 		

- Bill of Rights Institute, Arlington, VA (billofrightsinstitute.org)
 - [The Declaration of Independence – Full Text](#)
- National Constitution Center (constitutioncenter.org)
 - [Interactive Constitution](#)
 - [To Sign or Not to Sign: The Ultimate Constitution Day Lesson Plan](#)
- National Education Association (NEA.org)
 - [Constitution Day, Grades 9-12 Understanding the People and the Ideas that Created the U.S. Constitution](#)
- iCivics founded by Justice Sandra Day O'Connor (icivics.org)
 - [The Constitution](#)
- Public Broadcasting Service (PBS.org)
 - [Teaching the Constitution](#)
- Quizlet.com
 - [Political Parties Flashcards](#)
- Education World Online Resources, Colchester, CT (educationworld.com)
 - [Lesson Plan: Understanding Political Parties](#)
- Khan Academy (khanacademy.org)
 - [Democratic Ideals in the Declaration of Independence and the Constitution](#)
- UShistory.org
 - [American History from Pre-Columbian to the New Millennium](#)
- **Videos**
 - Khan Academy (khanacademy.org)
 - [Democratic Ideals in the Preamble to the U.S. Constitution](#)
 - [The Preamble to the Constitution](#)
 - YouTube by CrashCourse
 - [Political Parties: Crash Course Government and Politics #40](#)
 - YouTube by sciBRIGHT Politics
 - [What are the Differences Between the Republican and Democratic Parties?](#)

Standard	Performance Objectives	
A.SS.6 Describe the political principles, documents, and ideas that have shaped the United States.	A.SS.6.1 List the responsibilities of each branch of government. A.SS.6.2 Explain how each branch of government supports and balances the others (e.g., checks and balances).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.SS.6.1 (A) List the responsibilities of each branch of government.	A.SS.6.1 (B) Match each branch of government to its responsibilities.	A.SS.6.1 (C) Name one branch of the U.S. government.
A.SS.6.2 (A) Explain how each branch of government supports and balances the others (e.g., checks and balances).	A.SS.6.2 (B) Identify one example of limiting power from one branch to another (e.g., Presidential veto, Supreme Court declaring law unconstitutional, etc.).	A.SS.6.2 (C) Name one power of a branch of government.
Real World Connections: <ul style="list-style-type: none"> • Design a product showing the three branches of government. • Research examples of a branch limiting powers (e.g., presidential veto, unconstitutional ruling on a law, impeachment). • View a virtual fieldtrip to the Library of Congress to view the documents of the United States. 	Vocabulary: <ul style="list-style-type: none"> • Bills • Checks and balances • Congress • Executive branch • House of Representatives • Judicial branch • Laws • Legislative branch • Limit • Powers • President • Responsibilities • Senate • Supreme Court • Unconstitutional • Veto 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Ducksters, a product of Technology Solutions, Inc. (ducksters.com) <ul style="list-style-type: none"> ▪ U.S. Government Checks and Balances ○ New York Times (nytimes.com) <ul style="list-style-type: none"> ▪ Teaching and Learning About Governmental Checks and Balances and the Trump Administration ○ Constitution Center (constitutioncenter.org) <ul style="list-style-type: none"> ▪ Separation of Powers Lesson ○ iCivics founded by Justice Sandra Day O'Connor (icivics.org) 		

- [One Big Party? Lesson Plan](#)
- Government-and-constitution.org
 - [Checks and Balances](#)
- **Videos**
 - YouTube by Belinda Stutzman
 - [How is power divided in the United States government?](#)
 - Public Broadcasting Service (PBS.org)
 - [Checks and Balances](#)

Standard		Performance Objectives	
A.SS.7 Describe how the United States divides power between the national and state government.		A.SS.7.1 Differentiate between national and state government. A.SS.7.2 List the powers of the federal/national government. A.SS.7.3 List the powers of the state government.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SS.7.1 (A) Differentiate between national and state government.	A.SS.7.1 (B) Label key positions in both national and state government (e.g., Secretary of State, Attorneys General, legislative bodies, supreme courts, etc.).	A.SS.7.1 (C) Identify Mississippi as a state in the United States.	
A.SS.7.2 (A) List the powers of the federal/national government.	A.SS.7.2 (B) Name more than one power of the federal/national government.	A.SS.7.2 (C) Recall one power of the federal/national government.	
A.SS.7.3 (A) List the powers of the state government.	A.SS.7.3 (B) Name more than one power of the state government.	A.SS.7.3 (C) Recall one power of the state government.	
Real World Connections: <ul style="list-style-type: none"> List state laws that personally affect their daily lives. List federal laws that personally affect their daily lives. Construct a chart identifying positions of power within the national and state government, including the incumbents of the positions. Invite a government official to speak to their class about their position and powers. Tour a local government agency (e.g., courthouse, health department, police station, etc.). 		Vocabulary: <ul style="list-style-type: none"> Division Federal Government National Powers State 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Khan Academy (khanacademy.org) <ul style="list-style-type: none"> Principles of American Government U.S. House of Representatives, Washington, DC (house.gov) <ul style="list-style-type: none"> Branches of Government White House (whitehouse.gov) <ul style="list-style-type: none"> Our Government State & Local Government 			

- Minnesota Literacy Council (literacymn.org)
 - [Three Branches Matching Worksheet](#)
- Lesson Snips (lessonsnips.com)
 - [The Three Branches of Government](#)
- EducatorWorksheets.com
 - [The Three Branches of Government Worksheet](#)
- iCivics founded by Justice Sandra Day O'Connor (icivics.org)
 - [State and Local Governments](#)
- National Archives (archives.gov)
 - [Understanding Federalism](#)
- **Videos**
 - YouTube by Belinda Stutzman
 - [How is power divided in the United States government?](#)
 - YouTube by Kids Academy
 - [3 Branches of Government | Kids Educational Video](#)
 - [Local Government Departments for Kids | Social Studies for Children](#)
 - YouTube by Classroom Edition
 - [Purpose of Government for Kids](#)

Standard	Performance Objectives
<p>A.SS.8 Examine the roles, rights, and responsibilities of American citizens.</p>	<p>A.SS.8.1 Discuss the legal responsibilities of a citizen including obeying the laws and paying taxes.</p> <p>A.SS.8.2 List the civic responsibilities of a citizen including voting, serving in the military, and volunteering for public service.</p> <p>A.SS.8.3 Summarize the rights guaranteed under the Bill of Rights including the freedoms of religion, speech, press, and privacy.</p> <p>A.SS.8.4 Discuss how individuals, interest groups, and media (e.g., print journalism, television, Internet, social media) influence public opinion.</p> <p>A.SS.8.5 Compare the pathways to American citizenship (i.e., naturalization vs. citizen by birth).</p>

I Can Statements

MOST COMPLEX ←—————→ LEAST COMPLEX		
<p>A.SS.8.1 (A) Discuss the legal responsibilities of a citizen including obeying the laws and paying taxes.</p>	<p>A.SS.8.1 (B) List two or more legal responsibilities of a citizen.</p>	<p>A.SS.8.1 (C) Recall one legal responsibility of a citizen.</p>
<p>A.SS.8.2 (A) List the civic responsibilities of a citizen including voting, serving in the military, and volunteering for public service.</p>	<p>A.SS.8.2 (B) State two or more civic responsibilities of a citizen.</p>	<p>A.SS.8.2 (C) Recall one civic responsibility of a citizen.</p>
<p>A.SS.8.3 (A) Summarize the rights guaranteed under the Bill of Rights including the freedoms of religion, speech, press, and privacy.</p>	<p>A.SS.8.3 (B) Name three rights guaranteed by the Bill of Rights.</p>	<p>A.SS.8.3 (C) Name one right guaranteed by the Bill of Rights.</p>
<p>A.SS.8.4 (A) Discuss how individuals, interest groups, and media (e.g., print journalism, television, Internet, social media) influence public opinion.</p>	<p>A.SS.8.4 (B) Recognize that differences of opinion on an issue can exist between and within individuals and groups.</p>	<p>A.SS.8.4 (C) Express a personal opinion on an issue.</p>
<p>A.SS.8.5 (A) Compare the pathways to American citizenship (i.e., naturalization vs. citizen by birth).</p>	<p>A.SS.8.5 (B) Select the pathways to American citizenship (i.e., naturalization vs. citizen by birth).</p>	<p>A.SS.8.5 (C) Identify that being born in the United States guarantees citizenship.</p>

<p>Real World Connections:</p> <ul style="list-style-type: none">• Invite a government official to speak to their class about guaranteed freedoms.• Research different types of interest groups and create a poster defending their issues.• Review the application for a birth certificate.• Review the requirements for becoming a citizen.• Interview a person born in another country and report to class.	<p>Vocabulary:</p> <ul style="list-style-type: none">• Citizen• Citizen by birth• Civic• Fact• Freedoms• Guarantee• Interest groups• Journalism• Laws• Media• Naturalization• Opinion• Press• Privacy• Responsibilities• Rights
<p>Resources:</p> <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ U.S. Citizenship and Immigration Services (Uscis.gov)<ul style="list-style-type: none">▪ Citizenship Rights and Responsibilities▪ Pathway to U.S. Citizenship○ National Geographic (nationalgeographic.org)<ul style="list-style-type: none">▪ Path to U.S. Citizenship Explore one of the paths available for someone seeking U.S. citizenship.• Activities<ul style="list-style-type: none">○ Share My Lesson — Free lesson sharing funded by the American Federation of Teachers (sharemylesson.com)<ul style="list-style-type: none">▪ Rights and Responsibilities of Citizens Lesson Plans & Activities○ BrainPOP (educators.brainpop.com)<ul style="list-style-type: none">▪ Rights and Responsibilities Activities for Kids○ U.S. Government Services and Information (USA.gov)<ul style="list-style-type: none">▪ Explaining Taxes to Kids Lesson Plan○ Finance in the Classroom by the Utah State Board of Education in Partnership with the Utah Education Network (financeintheclassroom.org)<ul style="list-style-type: none">▪ Banking/Financial Services Teacher Printables• Videos<ul style="list-style-type: none">○ Study.com LLC (subscription required)<ul style="list-style-type: none">▪ Rights & Responsibilities Lesson for Kids○ YouTube by Kids Academy<ul style="list-style-type: none">▪ Teaching Laws, Rights, and Responsibilities to Kids Freedom of Speech○ YouTube by Tom Richey<ul style="list-style-type: none">▪ The American System of Government – U.S. Citizenship Test 2019 Naturalization Interview	

APPENDIX A: Glossary

Agency: A business or organization established to provide a service, typically one that involves organizing transactions between two other parties.

Bank account: A financial account maintained by a bank or other financial institution for a customer. A bank account can be a deposit account, a credit card account, a current account, or any other type of account offered by a financial institution. It represents the funds that the customer has entrusted to or borrowed from the financial institution.

Benefit: An advantage or profit gained from something

Bill: A draft of a proposed law presented to government for discussion.

Bill of Rights: The first 10 amendments to the United States Constitution that were proposed following the often bitter 1787–88 debate over the ratification of the Constitution and written to address the objections raised by Anti-Federalists. The Bill of Rights amendments add to the Constitution specific guarantees of personal freedoms and rights, clear limitations on the government's power in judicial and other proceedings, and explicit declarations that all powers not specifically granted to the U.S. Congress by the Constitution are reserved for the states or the people. The concepts codified in these amendments are built upon those found in earlier documents, especially the Virginia Declaration of Rights, the English Bill of Rights, and the Magna Carta.

Borrow: Take and use something that belongs to someone else with the intention to return it.

Branches of government: The Constitution of the United States divides the federal government into three branches to make sure no individual or group will have too much power. Each branch of government can check acts of the other branches. This ability for each branch to respond to the actions of the others is called a system of checks and balances. The three branches are as follows:

- **Legislative**—Makes laws (Congress, comprised of the House of Representatives and Senate). Congress confirms or rejects the president's nominees and can remove the president from office in exceptional circumstances.
- **Executive**—Carries out laws (president, vice president, Cabinet, most federal agencies). The president can veto legislation created by Congress and nominates heads of federal agencies.
- **Judicial**—Evaluates laws (Supreme Court and other courts). The Justices of the Supreme Court, who can overturn unconstitutional laws, are nominated by the president and confirmed by the Senate.

Budget: An estimate of income and expenditure for a set period

Cheaper: Lower in price than something else similar.

Checkbook: A book of blank checks with a register for recording checks written

Checks and balances: The ability of each branch of government to respond to the actions of the other branches

Citizen: A legally recognized subject or national of a state or commonwealth, either native or naturalized

Citizen by birth: Pursuant to the 14th Amendment to the United States Constitution and the Immigration and Nationality Act (INA), U.S. citizenship is automatically granted to any person born within and subject to the jurisdiction of the United States, including the territories of Puerto Rico, the Marianas (Guam and the Northern Mariana Islands), and the U.S. Virgin Islands. Birthright citizenship also applies to children born elsewhere in the world to U.S. citizens (with certain exceptions), known as jus sanguinis.

Civic: Relating to a citizen, city, citizenship, or community affairs

Coin: A flat, typically round piece of metal with an official stamp that is used as money

Community: A group of people living in the same place or having a characteristic in common

Compensation: Something, typically money, awarded to someone as a recompense for loss, injury, or suffering.

Confidential: Intended to be kept secret

Congress: A formal meeting of the representatives of different countries, constituent states, organizations, trade unions, political parties, or other groups. Deriving from the Latin congressus, the term originated in Late Middle English to denote an encounter (a meeting of adversaries) during battle.

Consequences: The results or effects of an action or condition

Constitution: The supreme law of the United States of America. Originally comprising seven articles, the Constitution delineates the national framework of government. Its first three articles embody the doctrine of the separation of powers, whereby the federal government is divided into three branches: the legislative, consisting of the bicameral Congress; the executive, consisting of the president; and the judicial, consisting of the Supreme Court and other federal courts. Articles IV, V, and VI embody concepts of federalism, describing the rights and responsibilities of state governments, the states in relationship to the federal government, and the shared process of constitutional amendment. Article VII establishes the procedure subsequently used by the 13 states to ratify it. It is regarded as the oldest written and codified national constitution in force.

Consume: Eat, drink, or ingest (food or drink).

Consumer: A person who purchases goods and services for personal use

Cost: The price required to purchase something. The payment of a specified sum of money before a good or service can be acquired or done.

Coupons: Vouchers entitling the holder to a discount for a product

Credit card: A small, plastic card issued by a bank, business, etc. that allows the holder to purchase goods or services on credit.

Declaration of Independence: A document declaring the United States to be independent of the British Crown that was signed by the congressional representatives of the Thirteen Colonies, including Thomas Jefferson, Benjamin Franklin, and John Adams, and ratified on July 4, 1776.

Democracy: A system of government by the whole population or all the eligible members of a state, typically through elected representatives

Democratic Party: One of the two main U.S. political parties (the other being the Republican Party), which follows a liberal program, tending to promote a strong central government and expansive social programs

Division: The action of separating something into parts or the process of being separated; disagreement between two or more groups, typically producing tension or hostility

Documents: A piece of written, printed, or electronic matter that provides information or evidence or that serves as an official record.

Earn: Obtain (money) in return for labor or services.

Economy: The wealth and resources of a country or region, especially in terms of the production and consumption of goods and services

Employment: The condition of having paid work

Executive branch: The power of the executive branch is vested in the President of the United States, who also acts as head of state and Commander-in-Chief of the armed forces. The president is responsible for implementing and enforcing the laws written by Congress and, to that end, appoints the heads of the federal agencies, including the Cabinet. The vice president is also part of the executive branch, ready to assume the presidency should the need arise. The Cabinet and independent federal agencies are responsible for the day-to-day enforcement and administration of federal laws. These departments and agencies have missions and responsibilities as widely divergent as those of the Department of Defense and the Environmental Protection Agency, the Social Security Administration and the Securities and Exchange Commission. Including members of the armed forces, the executive branch employs more than 4 million Americans.

Expenses: The costs required for something; the money spent on something

Fact: A thing that is known or proved to be true.

Federal: A system of government in which several states form a unity but remain independent in internal affairs.

Finance: The management of large amounts of money, especially by governments or large companies

Financial information: Financial information is diverse and may have various facets, depending on the reviewer and the objective of the study. Many corporate data summaries provide bits of financial information that management relies on to make decisions and steer operating activities to financial success. Data sets incorporating financial information include budgets, pro forma reports, production worksheets, and financial statements.

Freedoms: The power or right to act, speak, or think as one wants without hindrance or restraint.

Goals: The object of a person's ambition or effort; an aim or desired result

Goods: Merchandise or possessions

Government: The governing body of a nation, state, or community

Governmental bodies: Groups of people that has the authority to exercise governance over an organization or political entity. The most formal is a government, a body whose sole responsibility and authority is to make binding decisions in each geopolitical system (such as a state) by establishing laws. Other types of governing include an organization (such as a corporation recognized as a legal entity by a government), a socio-political group (e.g., a chiefdom, tribe, family, religious denomination, etc.), or another informal group of people. Governing bodies can vary widely in size, which is "important not only for acquiring the necessary range of skills to oversee the entity, but also in promoting cohesion, flexibility, and effective participation of the members to achieve their governance objectives."

Guarantee: A formal promise or assurance (typically in writing) to fulfill certain conditions, especially to repair or replace a product if not of a specified quality and durability.

House of Representatives: The lower house of the United States Congress that combines with the Senate, the upper house, to compose the national legislature of the United States. The composition of the House is established by Article I of the United States Constitution, and it is comprised of representatives who sit in congressional districts that are allocated to each of the 50 states on a basis of population as measured by the U.S. Census, with each district entitled to one representative. Since its inception in 1789, all representatives have been directly elected. The total number of voting representatives is fixed by law at 435.

In Season/out of season: In-season food is a fruit, vegetable, or other food that is grown or available at the time of year in question. Out-of-season food is a fruit, vegetable, or other food that is not grown or available at the time of year in question.

Interest groups: Groups of people that seek to influence public policy based on a common interest or concern

Investors: People or organizations that put money into financial schemes, property, etc. with the expectation of achieving a profit

Journalism: The activity or profession of writing for newspapers, magazines, or news websites or preparing news to be broadcast

Judicial branch: One of the three branches of the federal government of the United States organized under the United States Constitution and laws of the federal government. Article III of the Constitution requires the establishment of a Supreme Court and permits Congress to create other federal courts and place limitations on their jurisdiction. Under Article III, federal judges are appointed by the president with the consent of the Senate to serve until they resign or are impeached, convicted, retire, or die.

Labor (e.g., physical, machine, etc.): Work, especially hard physical work

Laws: The system of rules a country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties.

Legislative branch: Established by Article I of the Constitution, the legislative branch consists of the House of Representatives and the Senate, which together form the United States Congress. The Constitution grants Congress the sole authority to enact legislation and declare war, the right to confirm or reject many presidential appointments, and substantial investigative powers. The House of Representatives is made up of 435 elected members, divided among the 50 states in proportion to each state's total population. In addition, there are six nonvoting members, representing the District of Columbia, the Commonwealth of Puerto Rico, and four other United States territories. The presiding officer of the chamber is the Speaker of the House, elected by the representatives. He or she is third in the line of succession to the presidency. The Senate is composed of 100 senators, two for each state. Senators are elected to six-year terms by the people of each state. Senators' terms are staggered so that about one-third of the Senate is up for reelection every two years. Senators must be 30 years of age, U.S. citizens for at least nine years, and residents of the state they represent. The vice president of the United States serves as president of the Senate and may cast the decisive vote in the event of a tie in the Senate. The Senate has the sole power to confirm the president's appointments that require consent and to ratify treaties. There are, however, two exceptions to this rule: The House must also approve appointments to the vice presidency and any treaty that involves foreign trade. The Senate also tries impeachment cases for federal officials referred to it by the House. In order to pass legislation and send it to the president for his signature, both the House and the Senate must pass the same bill by majority vote. If the president vetoes a bill, they may override his veto by passing the bill again in each chamber with at least two-thirds of each body voting in favor.

Lender: An organization or person that lends money.

Limit: A point or level beyond which something does not or may not extend or pass

Limited: Restricted in size, amount, or extent; few, small, or short

Loan: A thing that is borrowed, especially a sum of money that is expected to be paid back with interest.

Media: The main means of mass communication (broadcasting, publishing, and the Internet) regarded collectively.

Money: A current medium of exchange in the form of coins and banknotes; coins and banknotes collectively

National: Relating to a nation; common to or characteristic of a whole nation

Naturalization: The admittance of a foreigner to the citizenship of a country

Needs: Require (something) because it is essential or very important.

Net: The amount, value, or price remaining after a deduction, such as a tax or a discount, has been made. Often contrasted with gross.

Opinion: A view or judgment formed about something, not necessarily based on fact or knowledge

Organizational skills: A set of capabilities that help a person plan, prioritize, and achieve his or her goals, which, in turn, can save a company time and money. The skills are essential for multitasking and keeping a business running smoothly and successfully. Employers aim to recruit applicants who can work to achieve results consistently, even when unforeseen delays or problems arise.

Password: A secret word or phrase that must be used to gain admission to something.

Personal: Concerns one's private life, relationships, and emotions rather than matters connected with one's public or professional career.

Personal finance: The financial management which an individual or a family unit performs to budget, save, and spend monetary resources over time, considering various financial risks and future life events.

Physical labor: Work done by humans, in contrast to labor by machines and working animals. Most literally, it is work done with the hands (the word "manual" comes from the Latin word for hand), and, by figurative extension, it is work done with any of the muscles and bones of the body.

Political parties: A system based on laws, party rules, and customs dominated by two major parties. Since the 1850s, they have been the Democratic Party and the Republican Party. Various small minor parties come and go and occasionally win major offices at the state level. Local offices, however, are often nonpartisan.

Politics: The activities associated with the governance of a country or other area, especially the debate or conflict among individuals or parties having or hoping to achieve power

Powers: The ability to do something or act in a way, especially as a faculty or quality

President: The elected head of a republican state

Press: Newspapers or journalists viewed collectively.

Principle: A fundamental truth or proposition that serves as the foundation for a system of belief or behavior or for a chain of reasoning.

Privacy: The state or condition of being free from being observed or disturbed by other people

Product: An article or substance that is manufactured or refined for sale.

Repay: Pay back (a loan, debt, or sum of money)

Republic: A state in which supreme power is held by the people and their elected representatives, and that has an elected or nominated president rather than a monarch.

Republican: A person advocating or supporting a republican government

Resources: A stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively

Responsibilities: The state or fact of having a duty to deal with something or of having control over someone

Rights: That which is morally correct, just, or honorable

Safeguard: A measure taken to protect someone or something or to prevent something undesirable

Saver: People who regularly save money through a bank or recognized scheme; an object, action, or process that prevents a resource from being used up or expended

Savings: The money one has saved, especially through a bank or investment plan.

Scarcity: The state of being scarce or in short supply; shortage

Senate: The smaller upper assembly in the U.S. Congress, most U.S. states, France, and other countries

Separation of powers: An act of vesting the legislative, executive, and judicial powers of government in separate bodies

Services: The action of helping or doing work for someone.

Social skills: Any competence facilitating interaction and communication with others where social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning these skills is called socialization.

State: A nation or territory considered an organized political community under one government.

Supreme Court: The highest judicial court in a country or state.

Trait: A distinguishing quality or characteristic, typically one belonging to a person

Unconstitutional: Not in accordance with a political constitution, especially the U.S. Constitution, or procedural rules

Unique: Being the only one of its kind; unlike anything else

Veto: A constitutional right to reject a decision or proposal made by a law-making body

Wage: A fixed, regular payment, typically paid on a daily or weekly basis, made by an employer to an employee, especially to a manual or unskilled worker. Compare with salary.

Wallet: A pocket-sized, flat, folding holder for money and plastic cards

Wants: Have a desire to possess or do something; wish for