



Mohawk Local Schools      Grade 11 Government

Quarter 4      Curriculum Guide

Historical Thinking and Skills, Spatial Thinking and Skills, Civic Participation and Skills, Economic Decision Making and Skills, Financial Literacy

Helps students develop the ability to make informed and reasoned decisions for themselves and for the common good  
 Prepares students for their role as citizens and decision makers in a diverse, democratic society  
 Enables students to learn about significant people, places, events and issues in the past in order to understand the present  
 Fosters students' ability to act responsibly and become successful problem solvers in an interdependent world of limited resource

- Critical Areas of Focus Being Addressed:
- Civic Involvement – Culminating Project
  - Civic Participation and Skills – Culminating Project
  - Public Policy – Culminating Project

Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.(DOK 4)

- I can collaborate with peers to identify steps that need to be taken to make a positive change in the school, community, state or nation.
- I can participate to planning or participating in a group activity to make a change in the school, my community, state, or nation.
- I can actively participate in a group activity to make a change in the school, my community, state, or nation.

	<ul style="list-style-type: none"> <li>• I can apply the lessons I have learned throughout the year to plan and execute a group activity to make a change in the school, my community, state, or nation.</li> </ul>
Political parties, interest groups and the media provide opportunities for civic involvement through various means. (DOK 4)	<ul style="list-style-type: none"> <li>• I can collaborate with peers to obtain information from local political parties, interest groups and the media to assist in identifying a local, state, or national issue or problem that can potentially be solved by citizens engaging with structures of government through political and public policy processes.</li> </ul>
Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups. (DOK 4)	<ul style="list-style-type: none"> <li>• I can collaborate with peers to select and/or use relevant informational sources to investigate a current issue.</li> </ul>
The process of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences. (DOK 4)	<ul style="list-style-type: none"> <li>• I can contribute to a group decision.</li> <li>• I can participate in a group to reach a consensus decision.</li> </ul>
Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action. (DOK 4)	<ul style="list-style-type: none"> <li>• Identify key community, national and state leaders.</li> <li>• I can identify and participate in a public policy issue (writing a letter, volunteering, creating a PSA, etc.).</li> <li>• Identify a local public agency that offers services.</li> <li>• Visit a local public agency to gain information on the services provided.</li> </ul>
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (DOK 4)	<ul style="list-style-type: none"> <li>• I can use technology to create a variety of project-related documents.</li> <li>• I can use the Internet, telephone, correspondence and text-based resources to acquire information.</li> <li>• I Can collaborate with peers to edit and publish project-related letters, narrative reports and other documents.</li> </ul>