

HS CP Civics, Government, & Economics

Huntingdon Area School District

UNITS (11/11 SELECTED)

SUGGESTED DURATION

 Unit 1: Principles of Government	<i>15 lessons</i>
 Unit 2: US Constitution	<i>15 lessons</i>
 Unit 3: Political Participation/Political Behavior	<i>14 lessons</i>
 Unit 4: The Legislative Branch - Congress	<i>15 lessons</i>
 Unit 5: Executive Branch - Presidency & Bureaucracy	<i>15 lessons</i>
 Unit 6: Judicial Branch	<i>15 lessons</i>
 Unit 7: Federalism: The Relationship Between Federal, State, and Local Government	<i>15 lessons</i>
 Unit 8: Basic Principles of Economics	<i>10 lessons</i>
 Unit 9: Economic Systems	<i>10 lessons</i>
 Unit 10: Supply and Demand	<i>10 lessons</i>
 Unit 11: Financial Literacy	<i>7 lessons</i>

Unit 1: Principles of Government

HS CP Civics, Government, & Economics

UNIT OVERVIEW

This unit is on the necessity of government and the various government structures. The foundations of organized governments are discussed with examples of each of the major types and systems.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Civics and Government

5.1.12.B

5.1.12.C

5.1.12.A

5.2.12.A

BIG IDEAS

▪ **Big Ideas**

- Government and laws are important to a civilized society.
- Nations, states, and local municipalities organize their systems of government to support various goals and values.
- American citizens have rights and responsibilities.

ESSENTIAL QUESTIONS

Essential Questions

- What is the importance of organized government and law to a civilized society?
- What are the various forms of government and support the values and goals of their societies?
- What are your rights and responsibilities as a citizen at the federal, state, and local levels?

Unit 1: Principles of Government

HS CP Civics, Government, & Economics

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Describe why people form governments.	Name the 4 purposes that government serves for its citizens.
Compare and contrast various forms of government (democracy, oligarchy, autocracy).	List characteristics associated with each form of govt. and compare the preferred traits of each.
Identify and describe basic concepts of democracy.	Voice multiple reasons for why democracy is a complex yet admirable form of government.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Simulation of Evolution of US Govt.	formative	students work through pre-revolutionary govt., states under Articles of Confederation & finally the Constitution to learn about autocratic, oligarchic, and democratic government
Principles of Government review	formative	either whiteboard, pencil/paper worksheet, or application activity review to gauge comprehension
Principles of Government test	summative	objective and/or short response questions about unit key concepts

Unit 2: US Constitution

HS CP Civics, Government, & Economics

UNIT OVERVIEW

This unit examines the foundations of US democracy, the creation of the US Constitution, and the composition of the founding document.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Civics and Government

5.1

5.1.12.A

5.1.12.B

5.1.12.C

5.1.12.D

BIG IDEAS

Big Ideas

- The United States' initial failed attempt at government leads to an improved constitutional republic.
- The US Constitution provides a game plan for how the government works.
- The Constitution is composed of three parts - the Preamble, 7 Articles, and 27 amendments - that establish the purposes and responsibilities of the US government as well as the changes that have occurred throughout its history.

ESSENTIAL QUESTIONS

Essential Questions

- What documents influenced the ideas and philosophies adopted by the Founding Fathers?
- Why did the Articles of Confederation fail?
- How was compromise a necessity at the Constitutional Convention?
- What are the 3 parts of the US Constitution and what does each entail?
- What are 8 principles contained within the Constitution?
- Why is the Constitution considered a living document?

Unit 2: US Constitution

HS CP Civics, Government, & Economics

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
The foundations of the US government.	Identify the key historical influences on which the US government is based.
How the US Constitution was created and ratified.	Relate how the failure of the Articles of Confederation led to the Constitutional Convention and a new game plan for the government.
The 8 basic principles of the US Constitution.	Compare and contrast the principles of the US and PA constitutions.
The US Constitution can be changed by both formal and informal means.	Trace an amendment (like the ERA) through the formal process.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Preamble in Own Words or Picturing the Preamble	formative	rewrite the Preamble, including the 7 goals, in plain language or match/find pictures to represent each stanza
Mapping Out the Articles	formative	graphic organizer summarizing main points of 7 articles of USC
Categorizing the Amendments	formative	grouping amendments according to connective ideas
Pre- & Post-Quiz of US Constitution	summative	quiz to gauge what students know before learning about the USC & then follow-up quiz to see what students have retained from lessons/activities

Unit 3: Political Participation/Political Behavior

HS CP Civics, Government, & Economics

UNIT OVERVIEW

When students take government, they are becoming young adults. These young adults are starting to get a concept of what the world is and how it works. This unit will discuss political ideologies and allow students to develop their own political thoughts. Why students should be involved in the election process is also discussed.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Civics and Government

5.1

5.1.12.A

5.1.12.C

5.1.12.D

5.2.12.A

5.2.12.B

5.2.12.C

5.2.12.D

5.3.12.D

5.3.12.E

5.3.12.H

5.3.12.J

BIG IDEAS

Big Ideas

- By voting, citizens can influence all levels of government and the laws they live by.
- Although not mentioned in the Constitution, political parties and interest groups drive the governmental process.
- Two major political parties dominate American politics and reflect diverse political tendencies in term of public policies and issues.

ESSENTIAL QUESTIONS

Essential Questions

- Why should I be involved in the election process (why does my vote count)?
- How are citizens' individual beliefs and values reflected in membership in various political parties and interest groups?
- What are the differences in the Democratic and Republican party platforms?

Unit 3: Political Participation/Political Behavior

HS CP Civics, Government, & Economics

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Differences in political ideologies.	Make educated predictions about Americans' political leanings based on various demographic groupings.
What political parties are and how they function.	Identify the basic policy stances of the Democratic and Republican parties and provide sound reasoning for why third parties have historically been unable to impact the 2-party system.
The US has a two-party system that, despite shifting parties over time, continues to dominate politics.	
The voting qualifications and process for Pennsylvania residents.	Know when they can register to vote, how to do so, and how to use different tools to learn about elections & candidates.
Suffrage has expanded throughout US history through the amendment process.	Name the specific amendments and legislation that have led to various groups gaining suffrage and identify each group impacted.
Steps in the electoral process, both Presidential and Congressional, from inception to fruition.	Trace the steps of the electoral process and differentiate between primary and general election concepts.
What public opinion is and the methods used to measure it.	Identify different opinion poll methods and analyze their reliability.
Mass media, special interest groups, and campaign contributions impact public opinion.	Examine current event articles about local, state, and federal elections for examples of perspective taking and influence peddling.

Unit 3: Political Participation/Political Behavior

HS CP Civics, Government, & Economics

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
ISideWith	formative	online political ideology quiz - allows students to understand political leanings
Pew Research Center Political Typology quiz	formative	
Political Participation Quiz	summative	assessment of electoral process and voting basics

Unit 4: The Legislative Branch - Congress

HS CP Civics, Government, & Economics

UNIT OVERVIEW

The legislative branch is one of the three branches within the US government. This unit is specific to Article I of the Constitution. How a bill becomes a law, how citizens can influence legislation nationally and locally, and the protection of social order are discussed.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Civics and Government

5 5.1 5.1.12.D 5.2 5.2.12.C 5.3 5.3.12.A 5.3.12.B 5.3.12.C 5.3.12.G
5.3.12.H 5.3.12.J 5.4.12.B

BIG IDEAS

Big Ideas

- The federal and state constitutions give the legislative branch the power to make laws.
- The legislative branch of government is comprised of representatives elected by the citizens and reflects the voice of the people and is present at all levels of government.

ESSENTIAL QUESTIONS

Essential Questions

- Who creates laws and how are they created?
- How do citizens influence legislation?
- How does legislation protect the social order?

Unit 4: The Legislative Branch - Congress

HS CP Civics, Government, & Economics

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
The qualifications and characteristics of each of the houses in the US bicameral system.	Identify whether specific traits are indicative of the House of Representatives or of the Senate.
The various duties and responsibilities of members of Congress.	Explain the main functions that Congressional representatives serve for their constituencies.
Both legislative and non-legislative powers of Congress.	Categorize the various powers of Congress as enumerated, implied, inherent, concurrent, or other.
How the legislative process works.	Sequence the steps a bill takes through Congress.
Different types of congressional committees and the purposes of each.	Name each type of committee and its purpose; recognize the significance of standing committees as the workhorses of Congress.

Unit 4: The Legislative Branch - Congress

HS CP Civics, Government, & Economics

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Traits of the House & Senate	formative	Students are given a characteristic of one of the two houses of Congress & must determine to which it belongs.
What Congress Looks Like Quiz	summative	A short assessment covering the first few sections of Article 1 of the legislative branch.
Thinglink integrated assignment	application activity	An interactive assignment where students learn how Congressional leadership, committees, and house procedures impact the bill-making process.
Congressional Profile	application project	Students choose a current member of Congress to research and create a profile of his/her experience, committee work, legislative accomplishments, etc.
Legislative Branch test	summative	objective test that covers the major points of the legislative branch

Unit 5: Executive Branch - Presidency & Bureaucracy

HS CP Civics, Government, & Economics

UNIT OVERVIEW

The executive branch of government stems from Article II of the US Constitution. In this unit, we will delve into the branch and understand its inner workings. We will also discuss current issues that deal directly with the President of the United States. How the executive branch works with the other branches of government will be important in this unit.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Civics and Government

- 5
- 5.1
- 5.1.12.A
- 5.1.12.C
- 5.1.12.D
- 5.2
- 5.2.12.C
- 5.3
- 5.3.12.A
- 5.3.12.B
- 5.3.12.C
- 5.3.12.D
- 5.3.12.E
- 5.3.12.G
- 5.3.12.H
- 5.3.12.I
- 5.3.12.J
- 5.4
- 5.4.12.B

BIG IDEAS

Big Ideas

- The executive branch of the federal, state, and local government is tasked with carrying out the laws of the nation and conducting domestic and foreign policy.
- At the federal level the President is the national executive, who leads the executive branch.
- Governors are the chief executives of the state level and at the local level, mayors, supervisors, and borough managers serve as chief executives.
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ESSENTIAL QUESTIONS

Essential Questions

- What provides the authority of the executive branch?
- How does the executive branch at each level set the political agenda?
- What are the various duties of the chief executives and how are they executed?

Unit 5: Executive Branch - Presidency & Bureaucracy

HS CP Civics, Government, & Economics

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Qualifications for the offices of the President and Governor of Pennsylvania.	Identify and differentiate between the formal and informal qualifications for the executive branch.
Roles and duties fulfilled by the President and Governor, respectively.	Name both the formal and informal powers and extra duties of the President/Governor and be able to categorize various examples of these.
The electoral process, including the Electoral College, along with its benefits and flaws.	Define relevant electoral terms, explain electoral concepts and sequence the steps of the Presidential electoral process.
Over time, presidents have expanded their power through informal means.	Provide examples of Presidents using executive orders, executive agreements, and executive privilege to leverage their influence and circumvent the checks of Congress.
The relationship between the executive, legislative, and judicial branches.	Take a current policy issue/act/law and look at each branch's influence and actions on it.
How the president influences the formulation of the budget.	Differentiate between mandatory and discretionary budgets and find data about the President's proposed budget for the current year to see how it compares with the Congressional perspective.

Unit 5: Executive Branch - Presidency & Bureaucracy

HS CP Civics, Government, & Economics

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
President in Action Activity	formative	examples are provided of the President exercising his various powers/fulfilling his roles for students to identify
Electoral Process Review or Quiz	formative or summative	depending on the choice, either a sequencing activity where students have to correctly id the steps or can be given as a quiz as well
Presidential Powers Chart/Activity	formative or summative	students choose a President and find relevant examples for each of the formal [and possibly informal] powers
Chapter test on Executive Branch	summative	cumulative test on the Presidency
Presidential Poster project	project-based	choose a President, research his informal qualifications, election, actions and accomplishments in office and create a poster that highlights [and possibly evaluates] them

Unit 6: Judicial Branch

HS CP Civics, Government, & Economics

UNIT OVERVIEW

The judicial branch is in Article III of the US Constitution. This unit will focus on the power of the judicial branch through time and its relationship with the other branches.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Civics and Government

5 5.1 5.1.12.C 5.1.12.D 5.1.12.E 5.2 5.2.12.A 5.3 5.3.12.A 5.3.12.D

5.3.12.F 5.3.12.J

BIG IDEAS

Big Ideas

- The judicial branch interprets the laws set forth by the legislative branch.
- The judicial system is representative of our national, state, and local goals and values.

ESSENTIAL QUESTIONS

Essential Questions

- What is the role of the judicial branch in our government?
- How does the judicial branch interact/affect our citizens?
- How are our societal goals and values supported by the judicial system?

Unit 6: Judicial Branch

HS CP Civics, Government, & Economics

LEARNING TARGETS: KNOWLEDGE & SKILLS

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Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
The structure of the judicial branch, including the various courts.	Compare the levels and features of the state and federal courts and diagram the federal courts' hierarchy and characteristics.
Duties of the Supreme Court and inferior courts.	Correctly characterize the jurisdictions of the federal court systems, the courts' defining traits, and trace the procedural process for the Supreme Court.
Methods for becoming a judge at the various levels along with the length of terms.	Differentiate between the methodologies used to place state and federal judges on the bench; examine the concept of federal judicial appointments for good behavior/life terms..
Civil liberties, civil rights, and responsibilities enjoyed by all American citizens.	Distinguish between civil liberties and civil rights and identify landmark court cases that have established significant precedents regarding those civil liberties and civil rights.

Unit 6: Judicial Branch

HS CP Civics, Government, & Economics

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Key Term Activity/Quiz	formative or summative	since there are several key vocabulary terms pertinent to the judiciary, there is a matching activity to review them as well as a quiz that can be given after
Diagramming the Federal Courts	formative	diagramming activity to check for understanding of the federal courts hierarchy and key characteristics
How the Supreme Court Works	formative or summative	Kahoot, paper, or digital-based review of the steps a case goes through in the Supreme Court
Chapter exam on the Judiciary	summative	test on the key concepts of the judicial branch
Landmark Cases Research/Project	project-based	Options: students research various cases based on the civil liberty or right they address and compile the info in a prepared chart OR students choose a landmark case, do a deep dive, and create a poster or presentation about its details and significance

Unit 7: Federalism: The Relationship Between Federal, State, and Local Government

HS CP Civics, Government, & Economics

UNIT OVERVIEW

The unit will focus on how state and local governments interact with the federal government. Federalism and its different types will be examined in-depth.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Civics and Government

5

5.1

5.1.12.B

5.1.12.D

5.1.12.E

5.2

5.2.12.B

5.3.12.E

5.3.12.J

BIG IDEAS

Big Ideas

- The US Constitution creates a federal system in which the powers of government are divided between the national government, 50 state governments as well as local entities.
- State constitutions vary in their many details and often impact their citizens' lives more directly than the federal government does.
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ESSENTIAL QUESTIONS

Essential Questions

- What is federalism and how does it work?
- How are the US and Pennsylvania constitutions similar and how they differ from each other?
- In what ways do state and local governments have a more significant impact on citizens' lives?

Unit 7: Federalism: The Relationship Between Federal, State, and Local Government

HS CP Civics, Government, & Economics

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
US democracy functions at federal, state, and local levels, with both specific and overlapping functions.	<ol style="list-style-type: none"> 1. Explain why a federal system of government creates a more complex and cautious political decision-making process. 2. Categorize legislative powers as enumerated (federal), reserved (state), or concurrent (both). 3. Examine how the federal government allocates aid to state and local governments.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Venn-diagram of Powers	formative	matching activity with enumerated, reserved, and concurrent powers
Supreme Court Federalism Cases	formative	looks at several significant Supreme Court cases that either expanded or restricted federal power
Federalism Quiz	summative	general quiz on key concepts of federalism

Unit 8: Basic Principles of Economics

HS CP Civics, Government, & Economics

UNIT OVERVIEW

This unit will look at basic economic principles, like what economics is and how it works, particularly regarding the concepts of scarcity, factors of production, consumption and distribution, and the micro and macro levels.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Economics

6

6.1.12.A

6.1.12.B

6.1.12.C

6.1.12.D

6.3.12.B

6.5.12.A

6.5.12.F

BIG IDEAS

Big Ideas

- Due to scarcity of resources, people have to make decisions.
- Economics is mainly about people and the choices they make, rather than money.
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ESSENTIAL QUESTIONS

Essential Questions

- How can scarcity of resources define a nation's wealth?
- How does specialization affect trade between nations?
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Unit 8: Basic Principles of Economics

HS CP Civics, Government, & Economics

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Economics examines how the choices that individuals, businesses, and governments make impact daily life.	Apply the concepts of scarcity, factors of production, and other basic economics concepts to examples in their lives and the news.
What scarcity is and how it drives economic decisions.	

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
wants-needs satisfaction chain diagram	formative	students choose an item they have bought/will buy and trace it through the w/n satisfaction process
chapter review	formative	JA-provided multiple choice questions on key concepts to check for understanding & reteaching need
chapter quiz/test	summative	teacher-created or JA-produced objective exam on key concepts

Unit 9: Economic Systems

HS CP Civics, Government, & Economics

UNIT OVERVIEW

This unit examines the four different types of economic systems and looks at the advantages and disadvantages of each one.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Economics

6

6.2.12.B

6.2.12.G

6.2.12.E

6.3.12.A

6.5.12.D

BIG IDEAS

Big Ideas

- Identify the defining characteristics of the four main types of economic systems: traditional, command, market, and mixed.
- Weigh the benefits and drawbacks of each of the four types of economic systems.
- Discuss examples of each type of economic system.
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ESSENTIAL QUESTIONS

Essential Questions

- What are the advantages and disadvantages of each type of economic system?
- How does the United States represent a mixed market economy?

Unit 9: Economic Systems

HS CP Civics, Government, & Economics

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
The characteristics associated with each of the four types of economic systems.	Match the traits of different economic systems to the correct ones.
How the systems are similar and yet can be distinguished from each other.	Label various country examples by the economic systems they utilize.
The basics of how and what makes the United States a mixed market economy.	Use current event articles to examine the various elements of the US economy.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
4 Economic Systems Chart	formative	match characteristics to correct system
chapter review	formative	JA-provided multiple choice review questions
chapter quiz/test	summative	teacher-created or JA provided objective assessment

Unit 10: Supply and Demand

HS CP Civics, Government, & Economics

UNIT OVERVIEW

This unit will examine the concepts of supply and demand and how they each influence and impact different economic systems, particularly the mixed market economy of the United States.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - Economics

6 6.1.12.D 6.2.12.A 6.2.12.B 6.2.12.D 6.2.12.E 6.2.12.G 6.3.12.A 6.3.12.B

6.5.12.D

BIG IDEAS

Big Ideas

- The relationship of supply and demand in a mixed market economy.

ESSENTIAL QUESTIONS

Essential Questions

- What factors influence the market demand?
- What factors influence supply?
- How do the law of demand and law of supply interact in a market economy?

Unit 10: Supply and Demand

HS CP Civics, Government, & Economics

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
The laws of supply and demand and how they interact.	Explain through the use of relevant examples like gas and food how scarcity drives demand and price fluctuations and the impact that has on both individuals and businesses.
How companies use supply and demand to increase their profit margins.	
Factors that influence supply and demand and how to manipulate those factors to create different market scenarios.	

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Vocabulary review	formative	either whiteboard, matching, or Google Form review
chapter reviews	formative	JA-provided chapter reviews to determine comprehension and possible remediation areas
Chapters 3 & 4 test	summative	objective, application questions of key concepts from Ch. 3 & 4

Unit 11: Financial Literacy

HS CP Civics, Government, & Economics

UNIT OVERVIEW

Considered an important component of civic responsibility, financial literacy enables students to understand and thus hopefully make prudent decisions regarding their personal finances. This unit will provide students with basic understandings of the following concepts through the Everfi Financial Literacy program: banking basics, income and employment, consumer skills, budgeting, credit and debt, financing higher education, and insurance.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Finance and Economics

15.6.12.A

15.6.12.B

15.6.12.D

15.6.12.F

15.6.12.G

15.6.12.H

15.6.12.J

15.6.12.K

15.6.12.P

15.6.12.R

BIG IDEAS

See attached discussion/curriculum guide

ATTACHMENTS

 EVERFI-Financial-Literacy-Discussion-Guide.pdf

ESSENTIAL QUESTIONS

See attached discussion/curriculum guide

ATTACHMENTS

 EVERFI-Financial-Literacy-Discussion-Guide.pdf

Unit 11: Financial Literacy

HS CP Civics, Government, & Economics

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Different types of financial institutions along with the financial services each provides.	See examples provided in program materials.
Various means of earning an income, including traditional means as well as the gig economy.	
Budgeting strategies to help meet personal financial goals.	
The value of researching products in order to make informed choices when making meaningful purchases.	
Strategies for building positive credit to leverage borrowing power as well as managing personal debt, including choices made regarding postsecondary options.	
Risk management strategies and the role that insurance plays in them.	

ATTACHMENTS

 EVERFI-Financial-Literacy-Discussion-Guide.pdf

Unit 11: Financial Literacy

HS CP Civics, Government, & Economics

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Banking Basics module	formative, summative	5-question pre-quiz, series of interactive activities to teach key concepts, 10-question post-quiz that students must earn a 70% on to receive credit
Income & Employment module	formative, summative	
Consumer Skills module	formative, summative	
Budgeting module	formative, summative	
Credit & Debt module	formative, summative	
Financing Higher Education module	formative, summative	
Insurance module	formative, summative	
Taxes module	formative, summative	