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# North Dakota 10 Government / Civics – Alternate Sequence

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                         |
|------------------|-------------------------------------------------------------------------|
| State            | North Dakota                                                            |
| Grade            | 10 (High)                                                               |
| Subject          | Government / Civics – Alternate Sequence                                |
| Course category  | Social Studies                                                          |
| Standards family | Social Studies                                                          |
| Framework        | North Dakota Social Studies Content Standards K-12 (2019, revised 2023) |
| Issuing agency   | North Dakota Department of Public Instruction                           |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units               |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Committees and Where Policy Is Made

### Unit 3: How a Law Is Actually Made · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                      |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Where does a bill actually get decided?                                                                                              |
| Standards          | <b>Committees and Where Policy Is Made</b> -> C.6_12.1, C.6_12.2, C.6_12.3, C.6_12.4 — 4 standards; full text in the standards table |
| Learning target    | "I can identify the types of congressional committee and explain what each does."                                                    |
| Local dates        | _____ (enter your school dates)                                                                                                      |

#### Measurable objectives

- Students will identify the types of congressional committees and explain their roles in policy-making.

#### Success criteria (student-friendly)

- "I identify standing, select, joint and conference committees."
- "I explain each type's role in policy-making."
- "I explain why most bills die in committee."

#### Academic vocabulary

standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing

#### Materials and technology

- Notebooks
- Supplied material on committee structure
- Blank grids

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |
| Intervention / reteach  | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.                                                                    |
| Enrichment              | Extend into an open-ended centre or project connected to the essential question.                                                                                                                       |

**Assessment and evidence**

Student identifies committee types and explains their policy roles.

**Family communication**

Ask your child where most bills die.

## Day 41 — Four Types

Week 9, Day 1 · Unit 3 · Standards: C.6\_12.1, C.6\_12.2, C.6\_12.3, C.6\_12.4

|                   |                                                                                                                          |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|
| Focus             | The taxonomy.                                                                                                            |
| Learning target   | "I can identify the types of congressional committee and explain what each does."                                        |
| Vocabulary in use | standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing |
| Local date        | _____                                                                                                                    |

### Learning sequence

Connect: 'committee' covers several different things. Teach: STANDING committees are permanent and hold jurisdiction over a policy area; SELECT committees are created for a specific purpose, often investigation; JOINT committees draw from both chambers; CONFERENCE committees reconcile differing House and Senate versions of the same bill. Subcommittees divide the work further. Try: shared classification of supplied examples. Apply: students identify all four types with an example each. Reflect: the type tells you what it is for.

### Check for understanding

Student identifies the four committee types with examples.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Jurisdiction and Referral

Week 9, Day 2 · Unit 3 · Standards: C.6\_12.1, C.6\_12.2, C.6\_12.3, C.6\_12.4

|                   |                                                                                                                          |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|
| Focus             | How bills are assigned.                                                                                                  |
| Learning target   | "I can identify the types of congressional committee and explain what each does."                                        |
| Vocabulary in use | standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing |
| Local date        | _____                                                                                                                    |

### Learning sequence

Connect: which committee gets it matters enormously. Teach: bills are referred by subject to the committee holding jurisdiction, and because committees differ in composition and disposition, referral can decide a bill's fate before anyone has read it - which is why jurisdiction is fought over. Try: shared reasoning about supplied referral cases. Apply: students explain why referral matters and predict for three supplied bills. Reflect: an early procedural decision is often the substantive one.

### Check for understanding

Student explains referral and why committee jurisdiction matters.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Hearings and Markup

Week 9, Day 3 · Unit 3 · Standards: C.6\_12.1, C.6\_12.2, C.6\_12.3, C.6\_12.4

|                   |                                                                                                                          |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|
| Focus             | What committees do.                                                                                                      |
| Learning target   | "I can identify the types of congressional committee and explain what each does."                                        |
| Vocabulary in use | standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing |
| Local date        | _____                                                                                                                    |

### Learning sequence

Connect: the work itself. Teach: committees hold HEARINGS to take evidence and build a record, and MARKUP sessions to amend a bill line by line - which is where most of the actual drafting happens and where interest groups from Unit 7 exert most influence. A bill that emerges from markup may differ greatly from the one referred. Try: shared examination of supplied committee material. Apply: students explain both processes and their effects. Reflect: the floor vote is on the committee's bill, not the sponsor's.

### Check for understanding

Student explains hearings and markup and their effect on legislation.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Why Most Bills Die Here

Week 9, Day 4 · Unit 3 · Standards: C.6\_12.1, C.6\_12.2, C.6\_12.3, C.6\_12.4

|                   |                                                                                                                          |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|
| Focus             | The filter.                                                                                                              |
| Learning target   | "I can identify the types of congressional committee and explain what each does."                                        |
| Vocabulary in use | standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing |
| Local date        | _____                                                                                                                    |

### Learning sequence

Connect: the great majority never leave committee. Teach: committees are a filter, and inaction is the commonest outcome - no vote is required to kill a bill, only the absence of one. That makes committee chairs and the leadership who appoint them very powerful, and it means 'introduced' says almost nothing about a bill's prospects. Try: shared analysis of supplied figures. Apply: students explain the filter and what it implies about reading news of an introduced bill. Reflect: doing nothing is a decision here.

### Check for understanding

Student explains the committee filter and its significance.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Explaining the Role in Policy-Making

Week 9, Day 5 • Unit 3 • Standards: C.6\_12.1, C.6\_12.2, C.6\_12.3, C.6\_12.4

|                   |                                                                                                                          |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|
| Focus             | The week's product.                                                                                                      |
| Learning target   | "I can identify the types of congressional committee and explain what each does."                                        |
| Vocabulary in use | standing committee, select committee, joint committee, conference committee, subcommittee, jurisdiction, markup, hearing |
| Local date        | _____                                                                                                                    |

### Learning sequence

Teach: the explanation covers the types, jurisdiction and referral, hearings and markup, and the filtering effect - showing that committees are where policy is made rather than merely reviewed. Try: shared drafting. Apply: students write and file the explanation. Reflect: next week follows a bill through all of it.

### Check for understanding

Student explains committee types and their policy-making role.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

North Dakota Department of Public Instruction. North Dakota Social Studies Content Standards K-12 (2019, revised 2023). Strands are Civics (C), Economics (E), Geography (G), History (H) and North Dakota Studies (ND), written across grade bands K\_2, 3\_5 and 6\_12 rather than per grade. High school also carries four course frameworks - United States History (US), World History (WH), Psychology (PSY) and Sociology (SOC). Retrieved 2026-07-27 from <https://www.nd.gov/dpi/districtsschools/north-dakota-education-content-standards/social-studies>